DOCUMENT RESUME

ED 082 097		CG 008 232

AUTHOR	Ryan, T. A.
TITLE	Value Conflict in Elementary Schools in Hawaii.
INSTITUTION	Hawaii Univ., Honolulu. Education Research and Development Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-9-0528
PUB DATE	Jul 73
GRANT	OEG-0-9-210528-4472
NOTE	192p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Childhood Attitudes; Class Attitudes; *Cultural Factors; *Family School Relationship; *Learning Processes; Moral Values; *Parent Attitudes; School Personnel; Socioeconomic Influences; *Values

ABSTRACT

This is the final report of a study conducted to investigate the influence of values on the educational process. The purpose was to determine the extent of congruence in values of parents, school personnel, and children, and to determine relationships between value congruence and ethnic, socioeconomic, and occupational class variables. A values inventory was developed and administered to a sample of 3,919 sixth-grade children, parents, and school personnel in the state of Hawaii. Results of analyses of variance revealed significant differences in values of children, parents, and school personnel. Children's values significantly reflected positive moral virtues; material success and status; and a humanistic approach to life, religion and family. Parent's values were loaded on conformity, moral virtues, social relations, and discipline. Values of school personnel were loaded on material success, status, moral virtues, conformity, and social relations. Results suggest that some differences between parents and children were a function of socioeconomic status or ethnic background. Sex was not a significant variable in relation to value differences across groups. (Author)

ED 082097

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: CG | TM
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

FINAL REPORT
Project No. 9-0528
Grant No. OEG-0-9-210528-4472

VALUE CONFLICT IN ELEMENTARY SCHOOLS IN HAWAII

T. A. Ryan
Education Research and Development Center
University of Hawaii
Honolulu, Hawaii 96822

July 1973

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

CG 008 232

FILMED FROM BEST AVAILABLE COPY

ED 082097

FINAL REPORT
Project No. 9-0528
Grant No. OEG-9-9-210528-4472

VALUE CONFLICT IN ELEMENTARY SCHOOLS IN HAWAII

T. A. Ryan
University of Hawaii
Honolulu, Hawaii

July 1973

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Education Research and Development Center
David G. Ryans, Director
University of Hawaii
Honolulu, Hawaii 96822

ACKNOWLEDGMENTS

The study of home and school values of parents, children, and school personnel in Hawaii which is described in this report was made possible by a grant from the U. S. Office of Education. The study extended over a four-year period, and involved the conceptualization of a values domain, construction of a values inventory, and measurements to determine differences in values of parents, children, and school personnel, by socio-economic status, ethnic group, and sex. The results of this study have implications for planners and practitioners of education in all school settings.

Special acknowledgment is given to Dr. Shiro Amioka, State Superintendent, for the splendid cooperation and support given to this study. Without the interest and assistance given by the staff in the Planning and Analytical Studies Branch, the District Superintendents, the principals and teachers in the participating schools, this study would not have been possible.

Special thanks and appreciation are expressed to Dr. Frank D. Payne, Assistant Professor, Education Research and Development Center who served as Assistant Project Director for this study, and had the major responsibility for the construction of the inventory to measure values.

TABLE OF CONTENTS

Abstract i

Introduction 1

    Problem 1

    Background 1

    Rationale. 2

    Literature Review. 3

    Objectives 9

Method 10

    Conceptualization of a Values Domain 10

    Construction of an Inventory to Measure Values 14

    Measurements of Values of Parents, School Personnel, and Children 20

Results. 22

    Conceptualization of Values Domain 22

    Construction of an Inventory to Measure Values 23

    Differences in Values Among Parents, School Personnel, and Children 29

Summary, Recommendations, and Conclusion 37

    Summary. 37

    Recommendations. 40

    Conclusions. 41

References 42

Appendices 49

ABSTRACT

Purpose. This is the final report of a study conducted to investigate the influence of values on the educational process. The purpose was to determine the extent of congruence in values of parents, school personnel, and children, and to determine relationships between value congruence and ethnic, socioeconomic, and occupational class variables.

Method. Logical analysis of values literature and content analysis of interviews with parents, school personnel, and children were made to identify value statements. Synthesis of value statements was made to produce a values domain. A pool of 7,121 items was tested for validity and understandability. Duplicate items were eliminated and a 682-item values inventory was constructed. The instrument was pilot tested, revised, and refined, resulting in an inventory of 168 items with 17 scales: persistence, competition, success, good grades, manners, status, risks, work, honesty, religion, authority, family, leadership, materialism, altruism, friends, and discipline. Each scale (1) contained at least six items; (2) consisted of an equal number of positive and negative items; (3) had an alpha coefficient greater than or equal to .50 in at least two of the samples. Items selected had (1) the highest item-scale correlations in two or more sub-samples; (2) the least extreme endorsement percentages; and (3) the lowest percentage of question marks and blanks. To isolate random responders, an infrequency scale of five positive and five negative items was included in the final inventory. Two forms of the inventory were prepared to control serial order effects. The inventory was administered to a sample of 3,919 sixth-grade children, parents, and school personnel in the state of Hawaii. Incomplete or faulty booklets were eliminated, leaving a total of 3,673 responses for analysis.

Results. The results were analyzed in terms of factor structure for groups and similarity across groups. Children's values were loaded on positive moral virtues, material success and status, humanistic approach to life, religion, and family. Parents' values were loaded on conformity, moral virtues, social relations, and discipline. Values of school personnel were loaded on material success, status, moral virtues, conformity, and social relations. The factor structures for parents and school personnel were similar but differed on specific loadings. The structure for children was different except for factors dealing with success and materialism. Results of analyses of variance revealed significant differences in values of children, parents, and school personnel. Children placed little emphasis on success and other success-related values, including persistence, competition, and leadership. School personnel placed relatively low value on competition and leadership, while valuing success, money and possession of material goods more than parents. Children placed high value on good manners and helping others. Parents valued manners, but not helping others. School personnel placed lower value on good manners and helping others. Parents placed relatively higher value than school personnel on good grades, work, religion, and rules. Children valued good grades, work, religion, and rules more than school personnel but less than parents. Parents valued strong family orientation more than children or school personnel, but placed lower value on contact with friends than children or school personnel. School personnel had lower regard than parents or children for discipline. Results of the analyses of variance revealed some differences between parents and children were a function of socioeconomic status or ethnic background. Sex was not a significant variable in relation to value differences across groups.

I. Introduction

A. Problem

This study of home and school values was concerned with the influence of values on the educational process. The research implemented a basic assumption that understanding the nature of values and recognizing the structure of dominant values in home and school environments were prerequisites to achievement of more effective education in the nation's schools.

The purposes of the study were (1) to determine the extent to which values of school and home environments are congruent; and (2) to identify relationships between value preferences and socioeconomic, ethnic, and occupational class variables.

B. Background

The study of home and school values was conceptualized as an attempt to assess the validity of a generally presumed conflict between values espoused in the homes from which children come to school and the values around which policies and practices of schools are developed. It was intended that the study would produce data to indicate the extent to which presumed value conflicts, within and between groups concerned with the educational process, were real. The study was planned as a three-step major undertaking, focusing respectively on identifying values relevant to the educational process; developing instruments and techniques for measuring these values; determining values of parents, school personnel, and children, and identifying relationships of value congruence and conflicts. This is a report of the four-year study of values. The report includes discussion of rationale, description of methods, and findings of the study.

The need for empirically derived data on home and school values is widely acknowledged, and the importance of values to the educational process is generally accepted; but there is a lack of empirically derived information on the nature of values and the conditions under which values operate as facilitators or deterrents to learning.

There is consensus that values direct the way of life of a group of people and determine the behavior of the individual. The importance of values in education has been recognized for over four decades (Hartshorne and May, 1930; May, 1940; Mead, 1951; Spindler, 1955; Brameld, 1957; Henry, 1960; Allport, 1961; Katz, 1963; Scott and Scott, 1965; Getzels, Lipham and Campbell, 1968; Gorsuch and Smith, 1970; Guilford, Gupta, and Goldberg, 1971, 1972). However, attempts to elucidate the relationship have not been entirely successful. There is agreement that the school operates within a context of values and that learning and teaching are influenced implicitly and explicitly by value systems of the individuals and groups involved in the educational process. Educational goals and the curricula for achieving these goals are determined in large measure by the values operating in a school setting and the larger community. The teaching act is a reflection of the dominant values of individuals employed in the instructional role. It is assumed, therefore, that differences in teaching derive in part from differences in value systems of the teachers. The extent of learning and the substance of what is learned, whether concomitant or intended, are determined by value systems implemented in home and school environments of the learners. In order to optimize goals of education, and at the same time implement responsibilities of the school for transmission, inculcation, and/or modification of values of learners and teachers, it is essential for the values influence to be explicit and planned. This can be accomplished if explication and planning derive from an empirically based model of values and valuing. It was intended that this project would eventuate in a synthesized model of values which could be utilized to describe and explain (1) a basic structure of home and school values; and (2) relationships between value preferences and socioeconomic, ethnic, and occupational class variables.

C. Rationale

This study of home and school values was designed to implement a rationale built around assumptions supported by results and limitations of earlier research. The project started with a minimum of assumptions, concerning relationships between values and school variables. This was in contrast to studies which started with assumed differences between groups. The study started with the assumption that there is a universe of values which can be operationalized, and that value profiles of individuals and patterns of values for groups can be derived. It was not assumed that patterns differ on dimensions of class, culture, or occupation. This was to be determined in the course of the study.

It was assumed that effective study of education-related values depends on the extent to which the domain of values is defined with precision, related to education, and generalizable across ethnic and class dimensions.

It was assumed that effective study of education-related values depends on the extent to which techniques and instruments of measurement are sound.

1. Definition of value. A major difficulty arising in connection with understanding values in the educational process is the lack of clarity in defining the concept. There is little agreement on what constitutes values of American society. Singer and Stefflre (1954) defined values as satisfaction in work. Rosenberg (1957) considered value as that in which people are interested. Williams (1951) considered values as meaningful, affectively charged modes of organizing behavior, establishing the criteria which influence choices and goals. Henry (1960) construed value to mean any normative idea or sentiment that serves as an organizer of cultural standardized behavior, referring not to what is but what should be. Spindler (1955) defined values as either general or specific constructs, considered as norms for behavior, internalized by people, and directly involved with controlling the mechanics of personalities. Allport, Vernon, and Lindzey (1931, 1951) conceptualized value in terms of the six-value typology devised by Spranger (1928). Glaser and Maller (1940) approached values from the standpoint of interest, using value types defined by Thurstone. Studies of values in relation to occupational choice typically have

equated value with interest. Other approaches have seen value as related to needs (Dukes, 1955; Albert, 1956; Goldschmidt and Edgerton, 1961).

The definition of value which was accepted for purposes of this study implements a modification of the conceptualization expressed by Brameld (1957). Values are defined as constructs with cognitive and cathectic aspects, which can be potentially verbalized, are organizers of behavior, and equated with what is desirable. Values are seen as attachable to goals, forming criteria for selection from among available alternatives. Values, either instrumental or terminal in nature, can be differentiated from the process of valuing.

2. Measurement of values. It was assumed from the outset that measurement constitutes a key factor in determining value differences. It was conceded that an instrument for assessing values, one sufficiently broad in scope and capable of reflecting any value system that might be encountered was essential. The need for established reliability and validity in instrumentation was a foregone conclusion.

In view of the uncertainty about the structure of a values domain, and the lack of knowledge about the value systems influencing policy-making and operations in schools throughout the country, it was deemed desirable to develop instruments for assessing values of persons of different ages, cultural backgrounds, and educational levels. The broad goal with respect to instrumentation was the development of instruments possessing sufficient generality to be applicable to a wide range of value questions, in a variety of situations, for use with a number of different respondent types.

D. Literature review

1. Survey of literature. Although a wealth of research on values has been conducted over the years, questions concerning values and the educational process have remained largely unanswered, partly because of the changing role and nature of the school, and partly because of the dynamic nature of culture and values. The problem has been complicated by many definitions given to values, weaknesses inherent in techniques of measurement of values, and the diversity of attacks made on the problems concerning school-related values. These factors have contributed to make synthesis of extant research on education-related values a difficult task. Little agreement exists regarding the universe of values or value classification. This is due partly to predilections of writers and researchers for different personality theories or quasi-theories, or adoption of a value framework to fit available measuring instruments, and partly to vagueness in definitions and similarities among the domains of values, opinions, attitudes, needs, interests, preferences, temperament and character.

Survey of the literature reveals that, in general, studies on values in relation to the school have tended to emanate from four considerations: (a) domain of values; (b) stability of values; (c) differences in values across sex, culture, class, and occupations; and (d) influence of values on occupational choice, aspirations, and achievement.

a. Domain of values. Research relating to definition of a domain of values has produced widely varying conceptualizations. Allport and Vernon (1931) devised a framework adopted from Spranger (1928), focusing on six values: aesthetic; theoretical; economic; political; religious; and social. Gordon (1969) developed two instruments, one for surveying personal values (practical mindedness; achievement; variety; decisiveness; orderliness; goal orientation) and another for interpersonal values (support; conformity; recognition; independence; benevolence; leadership). Scott and Scott (1965) dealt with twelve values: intellectualism; kindness; social skills; loyalty; academic achievement; physical development; status; honesty; religiousness; self-control; creativity (originality); and independence. Kohn (1969) factor analyzed self-conception and social orientation items to which fathers had responded and found eleven value-like factors: authoritarian conservatism (authoritarian/nonauthoritarian); anxiety (anxious/collected); self-confidence (self-confident/diffident); idea-conformity (conforming/independent); attribution of responsibility (fatalistic/accountable); criteria of morality (moral/amoral); self deprecation (self deprecating/self endorsing); generalized disenchantment (disenchanted/contented); compulsiveness (noncompulsive/compulsive); trustfulness (distrustful/trustful); stance toward change (receptive/resistant). Bales and Couch (1969) factor analyzed value statements generated by members of small discussion groups and identified four factors: acceptance of authority; need-determined expression vs. value-determined restraint; equalitarianism; individualism. In an empirical approach employing factor analysis, Gorlow and Noll (1967) named the eight factors that emerged from their work: affiliative romantics; status-security valuers; intellectual humanist; family valuers; rugged individualist; undemanding-passive; boy scout; Don Juan.

Studies of American value patterns and cultural themes, including the social-historical research (Gabriel, 1956, 1960; Curti, 1936; Lerner, 1957; Williams, 1951; and Myrdal, 1944) and the social-psychological research (Whiting, 1959, 1953, 1960; Warner, Meeker, and Eels, 1949; Kluckhohn, 1950; Spindler, 1955) document existence of a national culture and a set of basic core values. The studies generally suggest that American society is governed by premises of equality, sociality, success, change, individuality, and freedom, that principles of Puritan-pioneer morality undergird the American value system, and that the evidence supports the assumption of an American culture (Inkeles and Levison, 1959). The basic core values constituting the premises which give direction to the American way of life derive from a combination of Christian-Judaic ethic, democratic idealism, and classical economics. These core values, held to be indigenous to the American way of life consist of:

(1) individual worth, the recognition of unique worth and dignity of every individual, consideration of the person as an end rather than a means;

(2) equal opportunity, the belief in affording every individual equality of opportunity for the good life, happiness, success, education;

(3) individual rights and liberties, the freedom of the individual to make choices; be secure from persecution, to speak and assemble;

(4) cooperation, the team approach to solution of problems and promotion of common concerns;

(5) rational thinking, the use of reason to solve problems and promote the common good;

(6) faith in the future, belief in the better life, looking to the future, acceptance of change, realization of the American dream.

Studies of pre-1970 America, within contexts of sociology, anthropology and psychology, continued to support the assumption of a set of basic core values reflected in premises of equality, individuality, freedom, sociality, success, and change. The extent to which these values function as pivotal points around which American life of the 1970's evolves is a moot question.

In the works of Williams (1951), Kluckhohn (1949), and Curti (1936) the worth of the individual is seen as a guiding value in contemporary American culture, deriving from a heritage of pioneer morality. Williams (1951) observes that Americans set high value on developing individual personality, concluding that a dominant American belief is that to be a person means being independent, worthy of concern and respect in one's own right. Kluckhohn (1949) traces the value placed on romantic individualism to agrarian roots of American culture.

Kluckhohn (1949), Spindler (1955), and Williams (1951) point to the value placed on egalitarianism. Ruesch and Bateson (1951) identify equality of opportunity as a dominant theme stemming from Puritan morality and pioneer experiences. Williams (1951), Kluckhohn (1949), and Spindler (1955) hold that equality means equality of opportunity, rather than equality of man. Spindler (1955) emphasizes the belief in equality of opportunity, not equality of man, concluding that many of the values held dear in the mainstream of American culture can exist only under a status system.

The idea of sociality and sociability has tended to be a governing principle of American way of life. De Toqueville observed on his visit to the United States in 1835 that Americans feel the best way to solve a problem is have a meeting and elect a chairman. Spindler (1955) and Ruesch and Bateson (1951) concur in the observation that Americans tend to be uneasy when alone, looking instead to the forming of social groups and interacting with others.

The belief in freedom has been pointed up by Williams (1951) who observes that individuals have the right to make choices.

Belief in rational thinking as a way to success derives from the Greeks, and is the essence of the American educational system. Ruesch and Bateson (1951) observe that success is the yardstick with which the worth of the individual is measured, and results from initiative, work, and reason. Warner, Meeker, and Eels (1949) note the success principle is predicated on a society assumed to be stratified, whereas Mead (1951) concludes that social class in America is part of the success ethic, that the middle class perceives success as a step upward and a reward for virtue.

The value of a future-oriented society has been held to be the only constant of western culture (Lerner, 1957). Faith in the future implies faith in a better future wrought by change. Ruesch and Bateson (1951) identify change with social and material progress. Mead (1951) observes that Americans are always moving up, expecting the child to surpass the parents. Some sociologists held that by locating perfection in the future and identifying it with successive achievements of mankind, the doctrine of progress makes a virtue of novelty and disposes man to welcome change as itself a sufficient validation for activities. This seems to characterize the American conceptualization of a change-oriented future.

In 1940 Teachers College, Columbia embarked on a major study of values. A democratic creed was developed, consisting of 60 items in a framework of democracy as a way of life. The Creed represented 60 beliefs on which faculty agreed and was presented as a set of hypotheses conceptualizing the American Creed. The Stanford Ideals Project attempted to identify a common body of democratic principles so teachers would avoid difficulties that faced many of them wanting to teach a practical application of democracy. Statements were collected about democracy. Three schedules of social belief were constructed with 92 items each. Schedules were sent to graduate students, business executives, essay contestants, democracy patrons, midwest cooperative members and farmers. Results showed there was a large body of democratic tenets to which people gave allegience but noted differences across groups. The Stanford Ideals Project conducted at the end of World War II concluded that a core of basic democratic ideals does exist with the central concept being respect for the individual. The extensive literature on values document existence of a set of value constructs which undergird the American way of life.

This Study of Home and School Values did not accept the existence of these core values in the school context today. A major purpose of the study was to determine which values are operative and under what conditions in relation to the educational process.

Review of the studies concerned with defining the value domain suggested the need for designation of the value domain to be assessed in this study and the development of an instrument that would make possible comparisons of values held by those in home and school environments.

b. Stability of values. The findings of studies concerned with stability of values are not conclusive, but there is some suggestion that values are subject to change, both for children and adults. Perrone (1965, 1967) studied stability of values ot junior high school pupils and parents over two years, finding more agreement after two years than initially between daughters and parents, with parents changing as much as daughters. Boys and parents continued to disagree. Spindler (1959) studied the American military character, concluding that there was a stability to values which held over time, as revealed by the value pattern which was revealed when American males and females from all social classes, all walks of life, and all parts of the United States were studied in the military situation afforded by World War II. Getzels, Lipham and Campbell, (1968) distinguished between sacred and secular values, holding that sacred values were part ot the American creed and constituted a stable system of undivorceable beliefs, whereas secular values were down-to-earth, dynamic beliefs subject to change and influenced by time, geographical differences, and social strata.

Gribbons and Lohnes (1965) reported a five-year study of values for boys and girls initially in Grades 8, 10, and 11, concluding that values at Grade 8 already had crystallized and were free from fantasy.

The studies of stability of values do not yield conclusive evidence to support either a change or constancy over time. The major problem in generalizing from these studies was that populations differed widely and techniques and instruments of measurement varied greatly. In this study, no assumptions were made concerning stability of values; rather, an attempt was made to sample the values of parents, school personnel, and school children.

c. Differences in values across sex, culture, class, and occupation. Studies concerned with value differences by sex in the school setting have been reported by Wagman (1966) and Singer and Stefflre (1954a, 1954b). Differences between sexes were reported across age categories in both studies. The studies equated value with interest and thus differences in sex would be expected. These differences of values between sexes do not tell us about value conflict between school and home.

Guilford, Gupta, and Goldberg (1972) conducted research to investigate: (a) the values of children in grades 1 to 3 of 5 major ethnic groups (Mexican-American, Oriental, Anglo, Negro, and Indian); (b) the relationships between teacher-pupil value disparities and the academic achievement, classroom behavior, and school adjustment of the elementary children. Eight underlying value dimensions were defined: social conformity; academic/health; me first; asocial; aesthetics; closeness to adults; sociability; and masculinity. Teachers took the values inventory and rated children on the value dimensions as well as on indices of adjustment to class and to peers. Teachers tended to give more desirable ratings to girls than to boys, to second-graders than to either first or third graders, and to Anglos and Orientals rather than to Mexico-Americans and Negroes. They preferred students who were conforming, not asocial, and liked physical closeness to adults. The best value predictors of both adjustment to and academic achievement in school were approval of socially conforming behavior and disapproval of asocial behavior. It was also found that academic value (i.e., liking for school) was unrelated to either adjustment or achievement. The measure of teacher-child value congruity showed that the more like a teacher a child is in values: (a) the more favorably the child will be perceived by the teacher and, (b) the higher that child will score on reading achievement. The general conclusion is that values do play a part in the adjustment of the child to school and in his achievement.

Studies of literate and nonliterate cultures have supported the assumption that cultures have identifiable sets of values (Lee, 1951; Vogt and O'Dea, 1953; Vogt and Roberts, 1956; Weisskopf, 1951). Studies of Plainsville, U.S.A. (West, 1945), Middletown (Lynd and Lynd, 1937), and Yankee City (Warner and Lunt, 1941, 1942) pointed to cultural differences in values as well as class differences. Mead (1951) documents the existence of cultural differences in values. The studies date back two decades, and much change has taken place in the education scene since World War II. The conceptualization of value differs from study to study, and in many instances it seems questionable if the universe of values included value premises which could be expected to be held across groups. Thus, it is not known to what extent differing cultural backgrounds contribute to manifestation of value conflict between school and home.

Studies of social class differences consistently have yielded results indicating differences in values across classes. Centers (1949) found social class differences, with middle class men preferring self-expression while working men preferred security. Kluckhohn (1950) identified three orientations of values by social class. Havighurst and Taba (1949) concluded that lower middle and upper lower classes were alike in their values, stressing respectability, thrift, loyalty, responsibility, and fidelity. Getzels (1957) differentiated values of upper, middle, and lower class in terms of meanings attached to family, property, law, education, aggression, industry, cleanliness, and sex. In a study of social character and social values (Kassarjian and Kassarjian, 1965), differences were found in values of inner directed versus outer directed individuals, using the Allport, Vernon, Lindzey Scale of Values (Reisman, 1950).

Studies of social class differences in values are not conclusive, due to questions of instrumentation, conceptualization of values, and research designs employed. Some of the studies suffered from errors in sampling, basing findings on small Ns, lack of randomization, and on inappropriate statistical techniques.

Studies have been reported of the values held by education-related occupational groups. Wagman (1966) differentiated career and homemaking women. Smith and Collins (1967) examined values of school counselors, finding them high on altruism and self-realization while low on money and prestige. Super and Kaplan (1967) compared school counselors with Peace Corps trainees, machinist students, and business school students, finding differences among groups in value orientations. Counselors resembled Peace Corps trainees more than business school and machinist students, valuing independence, achievement, prestige, and management. They were like non-helping groups in valuing creativity, economic returns, and surroundings. The obvious discrepancy between these two sets of findings typifies the results from studies of values and occupation. A major difficulty in generalizing from these studies derived from lack of replication, use of different instruments, and differences in populations.

d. Influence of values on educational and occupational choices and aspirations. The literature is replete with studies of relation between educational choice, occupational choice, achievement, aspirations, and values. Ginzberg, et al. (1951) concluded that values constituted the foundation for occupational choice, as they enabled the individual to order activities in terms of the future. Harrod (1960) studied values as related to counseling. Rosenberg (1957) concluded that the range of occupational alternatives is limited by the values of the individual. Hyman (1953) concluded that an intervening variable mediating the relationship between low position and lack of upward mobility is a system of values in the lower classes. Ginzberg (1951) observed that there are differences in the way people value work. Rosen (1956) suggested that whether or not a person would elect to strive for success in situations which facilitated mobility was determined in part by his values. Dubin (1958) wrote that values guide the future aspirations of the individual. Schwarzweller (1959, 1960) concluded occupational values of high schoool students were related to family status and intelligence. Singer and Stefflre (1954a) found a correlation between aspiration level and values for adolescent boys but not girls. Stefflre (1959) found differences in values for senior boys aspiring to different occupational and educational levels across social class background and achievement. Perrone (1965) concluded that values are sources of motivation for junior high girls.

In general, the studies relating values to occupational choice, achievement, and aspiration have little bearing on this study. It would be expected that this area of research would yield information pertinent to the question of value differences among students; however, due to the wide variation found in instruments and techniques of measurement and the tendency to equate value with interest or limit the concept to work-related aspects of choice, the studies have not yielded sufficient data for the study.

2. Relation of reported literature to this study. Studies of values domains suggest the need for conceptualizing a values domain for home and school settings.

Studies of stability of values suggest that values may change over time, and the present study has taken this into account in sampling and data analyses aspects of the investigation. The studies of the relation of values to occupational and educational choice, aspirations, and achievement have failed to yield data bearing on this study, because of the ambiguity in conceptualizing values and differences in instrumentation.

Studies of sex, class, culture, and occupation suggest value differences on these dimensions. Because of the wide disparity found in instrumentation it is difficult to draw any firm conclusions about the nature of these differences. Many of these studies date back to an earlier period of American life when it might have been expected that value differences would be encountered, which might not obtain in the 1970's.

The present study aimed to investigate the question of value differences, and sought to answer questions concerned with the nature of home and school values and the ways these values operate across different ethnic, socioeconomic, and occupational groups.

E. Objectives.

The primary purpose of this study was to determine the extent to which generally presumed value conflicts within and between groups concerned with the educational process are real. The purpose was implemented in three aims:

1. Conceptualization of a values domain

2. Construction of a values inventory

3. Determination of home and school values, and relationships of value congruence and conflict within and between school and home contexts across ethnic, socioeconomic, and occupational class variables.

II. Method

A. Conceptualization of a values domain

1. Design for conceptualizing values domain

The conceptualization of a values domain constituted a primary objective of this study of values. The task involved identifying value categories, defining criteria for value statements, and synthesis of values domain. The identification of value categories was done by: (a) derivation of value categories from analysis of literature; and (b) derivation of value categories from analysis of interview protocols. The definition of value statement criteria was implemented through: (a) analysis of selected statements; and (b) synthesis of criteria. The synthesis of value categories was derived by combining value categories derived from the different sources.

2. Procedures to identify value categories

a. Derivation of value categories from analysis of literature. A literature search revealed five sources for identification of values: (a) state-of-the-art discussions of educational, political, sociological and psychological issues; (b) analyses of philosophical, logical positions; (c) empirical studies implementing a priori definitions of values; (d) empirical studies defining or classifying value systems by subjecting item responses to correlation and factor analytic techniques; and (e) instruments purporting to measure values, interests, needs, and attitudes.

A total of 1,348 articles or books, published prior to 1969 from education, sociology, psychology, and anthropology was compiled. Content analysis of 75 selected articles yielded 432 value statements which satisfied criteria for defining values as objects, states, or behaviors with cognitive or affective aspects, equated with what is important or desirable, attachable to goals, and expressible as desired ends or means to an end. Three judges analyzed 432 value statements resulting in twenty-one value categories, with four categories defined by one judge only, six categories by two judges, and eleven categories by three judges. The twenty-one value categories derived from analysis of literature are reported in Appendix A. The eleven value categories on which there was 100 percent agreement among the three judges are as follows:

1. autonomy, independence, individualism
2. creativity, imaginativeness, experimentalism
3. egalitarianism, social concern
4. goal-directedness

5. group centeredness
6. materialism
7. hedonism, personal pleasure, comfort
8. religionism
9. self-centeredness
10. social potency
11. social stability

b. Derivation of value categories from interview data. The derivation of value categories from interview data involved initial population sampling and selection, followed by development of interview guide, training of interviewers, conduct of interviews, and content analysis of protocols.

(1) Interviewee population and sampling. The population was described as parents, school personnel, and pupils of the islands of Oahu, Maui, and Hawaii. Purposive sampling by area was used to include in the population concentrations of groups hypothesized to represent individuals likely to hold different values. The sample included 450 subjects, including 150 school personnel, 150 parents, and 150 children with distribution by geographic location to provide for 300 subjects from Oahu, 75 from Maui, and 75 from Hawaii. Two-thirds of the sample was from rural areas, with one-third from urban areas. To achieve the rural-urban mix and at the same time provide for a cross section of socioeconomic levels, twenty-seven interview areas were designated: Maui, Hawaii, and 25 on Oahu. Selection of interviewees in each area was a function of interviewer-choice.

(2) Development of interview guides. Two instruments were developed for use in the study. An interview guide was developed initially to elicit responses relating to the value categories identified in the project. This instrument went through four revisions, the last of which resulted in an instrument implementing the critical incidents approach. It was called the Critical Incident Guide.

A second instrument, called the Incident-Question Guide, was developed with combined critical incident and twenty-question approaches. The procedures employed in development of both interview guides called for initial collection of cues to elicit value-related responses cf organization of cues to form an interview guide, followed by iterations of tryout, evaluation, and revision until concurrence was reached that the instrument would yield the data required.

(3) Training of interviewers. Pre-service and in-service training of interviewers was conducted. Pre-service training consisted of reading, lecture, and role-playing, in addition to evaluation of one taped interview. In-service training consisted of supervisor-interviewers conference with evaluation of protocols.

(4) Conduct of interviews. Twenty-three interviewers conducted 426 interviews, of which 22 were eliminated from the study because of incomplete data, leaving a total of 404 protocols included in data analysis. The Critical Incident Guide was used in conducting 159 interviews of which 18 were eliminated, and the Incident-Question Guide was used in conducting 275 interviews of which four were eliminated. The interviewee sample is described in Appendix B.

(5) Content analysis of protocols. The procedure for analysis of protocols followed the methodology for content analysis of narrative material, in which coding was employed to transform and aggregate raw data into units permitting precise description of content characteristics. The categories of analysis were defined as value-related and non-value-related. The thought or theme constituted the recording unit. The criteria for category definition were established, and content analysis of protocol was made. Analysis was carried out to enumerate code units by interviewer and interviewee variables. The data, reported in Appendix C-1, C-2, C-3, and C-4 indicated that there were fewer value statements from children than from parents or teachers, and fewer value statements from Ss in middle and upper socioeconomic levels compared to lower levels. The data reported in Appendix C-5 indicated that there was little variance among number of code units per interview protocol by interviewer for each instrument, but wide discrepancy between the number of code units per interview by instrument. Of the twenty-three interviewers, fourteen conducted ten or more interviews. Of these fourteen interviews, ten interviewers used the Incident-Question Guide and four interviewers used the Critical Incident Guide. The range of code units per interview for the ten interviewers using Incident-Question Guide was 8.4 to 11.5 (Md = 10.10), compared to a range of .9 to 3.4 (Md = 2.35) for those using the Critical Incident Guide. The range for code units per interview from Incident-Question Guide was 3.1, compared to a range of 2.5 for the Critical Incident Guide. A significant difference (7.75) obtained between the medians for the code units per interview for the two instruments.

The 404 interviews included 104 school personnel, 149 parents, and 151 pupils. Analysis of the 404 interviews yielded 3,000 value statements. Three judges reviewed forty interviews selected from the total of 404 interviews as representative of sex, age, ethnic background, socioeconomic group, and region of residence. Each of the three judges examined the same interview protocols. Five interviews were independently reviewed, and all value statements coded. Agreement was reached on statements that would be coded as value-related according to criteria for defining values. The same procedure was followed in sets of 5, 5, 5, 10, and 10 interviews. After this initial coding, two judges coded the total of 404 interviews, each judge coding approximately one-half. A total of three thousand value statements was obtained through the coding process. The 3,000 value statements from the informant interviews were reduced to 207 value concepts through synthesis. The value statements were edited to fit criteria of value concept definition.

3. Procedures to define criteria for value statements.

a. Definition of criteria for value statement. A systematic effort was made to generate acceptable criteria for identification of a value statement; that is, a statement referring to any kind of value object or value behavior. A total of 1,200 statements was assembled. Analysis of instruments purporting to measure values, needs, interests, and attitudes yielded 768 value statements. A total of 432 value statements was derived from analysis of articles and books on values, which when added to the 768 items, derived from analysis of instruments, yielded a total of 1,200 value statements. Each of the 1,200 statements was recorded on a separate card. Some of the statements were selected to represent hypothesized value statements, whereas others were found in inventories developed to assess temperamental traits, personal adjustment, interests, needs, opinions and attitudes, and beliefs.

A set of 290 cards, representing a sample of the pool of statements was sent to fourteen judges, together with instructions for (1) sorting the statements into two or more piles, one pile representing statements that might be readily classified as value-related statements and other piles that might represent statements relating to individual interests, opinions, attitudes, needs, self concepts, or other related concepts, and (2) formulating the criteria that distinguished value-related from non-value-related statements.

Fourteen judges were asked to categorize sets of 290 statements as value or non-value related, and to formulate criteria governing their value classifications. From these data, a synthesized set of criteria for defining value statements was generated. These criteria for defining value statements are given in Appendix D. The principal criterion calls for the statement to be a judgment concerning desirability, importance, worth of an object, state of affairs, or behavior, with applicability to a broad range of situations, conditions, places, or persons. Ancillary criteria prescribe stability of judgment over time, and guidance of behavior in a context. The criteria for defining values distinguish value from opinion, belief, preference, need, temperament, feeling, and self concept.

b. Synthesis of value statement criteria. The data from the fourteen judges were analyzed to produce a set of criteria for defining value statements. Agreement among judges on the criteria for defining value constructs was found to be high. There was consensus across judges concerning the salient characteristics which influenced the classification of a statement as value as opposed to attitude, interest, need, belief, or other non-value construct. Phi coefficients computed between each judge and each of his fellow judges for statements defined in common were statistically significant (.05 level) 83% of the time. Coefficients of a magnitude >.50 were obtained in 32% of the comparisons. Thirty-two statements were classified as value statements by 100% of the judges; 77 statements were classified as value statements by 80% of the judges; 94 statements by 70% of the judges; and 150 statements by 60% of the judges.

4. Procedures to synthesize value categories

Value statements based on literature analysis and value statements based on informant interviews were edited. A uniform format for value statements was derived. Each value statement included three elements encompassed in the value concept: assertor, locus, and referent.

a. The 1,200 items derived from literature were sorted into value-related and non-value-related statements by eight judges, with 610 items on which six or more judges agreed being retained and 116 items with agreement by five judges being subjected to a second independent sort. On the second independent sort, eighteen items on which five or more judges agreed were retained. Thirty-four items on which four judges agreed were reconsidered by seven judges, and two were retained. This procedure resulted in the original pool of 1,200 statements being reduced to 630.

b. The 207 statements derived from informant interviews were sorted by seven judges independently, with the result that 188 items on which five or more judges agreed were retained. The 12 items on which four judges agreed were discussed jointly, and eight were retained. From the total of 207 value statements generated from the interview data, a total of 196 was retained. The combination of 630 items derived from analysis of the value statements taken from published materials, together with 196 items derived from analysis of interview data, resulted in a total of 826 value statements.

c. The 826 value statements were sorted independently by seven judges. If five or more judges agreed on categorization, the value statement was assigned to a category. Six hundred seven statements were placed into categories. The value statements on which agreement was not reached were reconsidered by the judges, resulting in 166 statements being assigned to value categories. Statements in each value orientation were sorted into one of four groups: (1) statements most representative of an orientation; (2) statements representing an orientation but expressed inadequately; (3) duplicate statements of Group 1 items; and (4) ambiguous or vague statements. The five most representative statements in each orientation were selected. This resulted in a total of 260 value statements for 52 value orientations. Logical analysis of the set of 52 categories led to the elimination of one category, subjective orientation, which was encompassed in the category affective/emotional. The resulting 51 value categories are listed in Appendix E.

d. Construction of the inventory was accomplished by developing test booklets, planning for obtaining demographic information, and developing instructions for administration.

B. Construction of an inventory to measure values

1. Design for construction of an inventory

The development of an inventory for assessing values of persons of different ages, representing different cultural backgrounds and educational levels, constituted a second major objective of the study of values.

Initial consideration was given to possible approaches to instrumentation: the multi-instrument vs. single instrument; objective vs. nonobjective; pictorial vs. word; multichotomous vs. dichotomous.

The decision was made to use a single instrument in the form of an objective, paper-and-pencil questionnaire, consisting of statements requiring agree or disagree response. The choice of this approach to instrumentation was based on the following considerations: (1) the use of a single instrument, as opposed to several measures, alleviates the problem of establishing theoretical and empirical linkages between instruments. By presenting the same stimulus objects to all subjects, including parents, school personnel, and children, the possibility for attributing group differences to lack of correspondence in instruments is eliminated. (2) An objective instrument can be administered easily, and can be scored more economically, in less time, and with less chance for error than the non-objective instruments which involve a lengthy process of coding responses and time, trouble, and expense of training scorers. (3) The word statement instrument has the advantage over pictorial stimuli or verbal stories of lending itself more readily to validation. With the more complex stimulus objects, the tasks of validation and obtaining reliable estimates of a large set of distinct value categories are exceedingly costly in terms of time, money, and personnel. Although there may be certain psychometric advantages to a multiple-option response format (Jones, Peryam, and Thurstone, 1955) a dichotomous agree-disagree format was chosen in view of the possibility that social class differences might exist in the use of extreme response categories (Osgood, Suci, and Tannenbaum, 1957; Long, 1969; Long, Henderson, and Ziller, 1968). In an investigation in which socioeconomic status is an important variable, it is essential to see that group differences are not confounded initially by differential use of the response scale. Moreover, the superiority of the multichotomous scale has not been unequivocally demonstrated.

The instrument development design included: (a) items development; (b) construction of preliminary inventory; (c) pretest of the preliminary inventory; and (d) construction of the final inventory.

2. Development of items

The initial item pool consisted of slightly over seven thousand value statements obtained from three sources: (1) published articles, books, and inventories concerned with values; (2) interview protocols; and (3) item writers. The procedure for obtaining value statements from the literature and through interview is described on pages 10 to 12. There were 1,407 items derived from the literature and interview protocol analyses included in the pool. Value statements were obtained from eight item writers who were instructed to develop five items for each of fifty-one categories described in Appendix G. Each item was to be in statement form, providing for response by levels of agreement. Some of the item writers developed more than the minimum required. The result was a total of 5,714 items received from this source. The total item pool, including those derived from literature and interview protocol analyses and the item writers, consisted of 7,121 items, categorized by the fifty-one dimensions of the values domain defined in Appendix E.

The first step in the process of item construction involved screening of items. Items which failed to measure up to standards of relevance, uniqueness, and specificity, or which were duplicate items, were eliminated, reducing the item pool from 7,121 to 662 items. The remaining 662 items were rewritten, revised, and refined in accordance with five basic principles of item writing so that each item consisted of a statement with three response options: agree, disagree, and ? The five basic principles of item writing and the ways in which they were taken into account are as follows:

a. Each item must be a relatively pure measure of the construct or dimension it represents. Items which initially appeared to tap several dimensions were discarded. Those retained were rewritten to be unambiguous, representing only one dimension. It was assumed that factor analysis would result in homogeneous factor scales. The potency of content homogeneity in item construction is documented in the research of Jackson and Lay (1968), Jackson and Singer (1967), and Trott and Jackson (1967).

b. Each item should maximize the intersubject variance. Moderate endorsement items are psychometrically superior to extreme endorsement items, and lend themselves to more adequate measurement of subject and group differences than extreme endorsement items. Items which would tend to elicit extreme endorsement were rewritten so they would be more likely to elicit moderate endorsement.

c. Each item must evoke a response directly related to the underlying construct, rather than reflecting reaction to extraneous cues. Control must be maintained to avoid responses to extraneous properties of the cue statements, such as language complexity, extremeness, or ambiguity of word meanings. Items possessing extraneous cues tend to elicit responses revealing differences across educational levels, or positions of extremism, rather than reactions to the construct which the item is supposed to tap. Since the intended population with which the inventory would be used included groups of individuals with different educational, ethnic, socioeconomic, and occupational backgrounds, violation of the principle of item specificity could be expected to confound the measurement of differences on value categories with the result that artificial group differences might be obtained.

d. Items must conform to uniform standards of readability, with the reading level appropriate to the population for which the inventory is designed. The items were written to conform to fifth-grade reading level (Buckingham and Dolch, 1936; Gates, 1935; Rinsland, 1945; Thorndike and Lorge, 1944). The final pool of items was administered to sixty-four fifth-grade pupils, and items which were not understood were revised.

e. An inventory must include equal number of positive and negative items to counteract effects of acquiescent response set. For each category approximately half the items were positive instances of the underlying dimension, with the other half being negative.

3. Construction of the preliminary inventory

Construction of the inventory was accomplished by developing test booklets, planning for obtaining demographic information, and developing instructions for administration.

a. Test booklets. The 662 items representing 51 value dimensions developed from the initial item pool were arranged in two scales of ten items each. Instructions were developed for group administration and self-administration. The total 662 items, representing 51 value dimensions, were arranged in two different orders by random assignment to control for serial order effects. Hofstee (1966, 1969) has indicated the presence of systematic changes in response as a function of item placement in the test booklet. The presentation of items in two orders permitted investigation of this factor and controlled resulting bias. The possibility of serial order effects due to boredom or fatigue was reduced by dividing the total set of items into four separate booklets. Parents and school personnel completed no more than two booklets at one time. Children completed one booklet a day for four consecutive days. Twenty items, consisting of two scales of ten items each, were added to isolate random responding effects. Ten items which were duplicates of statements occurring in the first 100 items of both orders were repeated in the last 100 items of both orders. Items occurred in the same place in both orders. A second set of ten items was selected from the first fifty items in the second booklet of both orders and repeated in the form of simple item reversal in the last fifty items of both booklets. The ten repeated items, with approximately 500 items intervening, allowed an estimate of long term inconsistency. The ten reversal items, separated by about 100 items, permitted an estimate of short-term inconsistency.

The items were presented as statements with three response categories: agree, disagree, and ?. The question-mark category was included to indicate items which were not understood. Respondents were instructed to use the question-mark category only _after_ first selecting either _agree_ or _disagree_. This was done to obtain a complete data matrix for factor analysis. The primary purpose of the question-mark category was to isolate poorly worded, ambiguous, or not understandable items. Therefore, items eliciting a high percentage of question-mark responses would be eliminated from the item pool prior to factor analysis. The inclusion of the question-mark category further reduces subject bias against forced response to a dichotomy. Edwards and Walsh (1963) have argued that allowing subjects to indicate uncertainty about selection of two alternatives tends to reduce their irritation with being forced to make such a decision. The set of response options was presented on the right-hand side of each page of the test booklets. The optical scanning form was considered, but was rejected because of possible confusion that might be evoked for children. Placement of a check mark directly opposite the statement in the test booklet is a simple, straightforward operation unlikely to eventuate in response errors traditionally associated with use of optical scanning forms.

b. _Demographic information_. Included with every set of test booklets was a demographic information sheet requiring respondent identification by age, sex, education, race, religion, and occupation of the head of household. For each item except age and education a set of response categories was provided allowing respondents to check the appropriate identification item. For race and religion, the category, _other_, was included.

c. _Instructions_. Two sets of directions for test administration were prepared, one for use by parents and school personnel in self-administration, and one for use in group administration of the inventory to fifth-grade pupils in intact classroom situations.

4. Pretest of the preliminary inventory

a. Subjects. The population for the pretest of the instrument consisted of fifth-grade pupils, parents, teachers, and school administrators of the island of Oahu, State of Hawaii. The 102 elementary schools on the island of Oahu were classified according to dominant socioeconomic level represented by the children enrolled in the school. Nine schools were selected randomly from the list, three from each major socioeconomic classification. One high socioeconomic school withdrew, leaving a total of eight participating schools. All of the fifth-grade pupils, the teachers and administrators of each participating school, and the mother or father, randomly selected, of the participating children made up the sample for the pretest of the values inventory. The sample of 2,346 included 977 pupils, 977 parents, and 392 school personnel, with 375 pupils and 375 parents from low socioeconomic level, 343 pupils and 343 parents from middle socioeconomic level, and 259 pupils and 259 parents from high socioeconomic level. There was attrition of 225 pupils, 526 parents and 194 school personnel due to incomplete or non-returned inventories, leaving a total of 1,401 subjects distributed as follows: 752 pupils, 451 parents, and 198 school personnel. The sample is described in Appendices G-1, G-2, and G-3, by school, reference group, and socioeconomic status.

b. Pretesting procedures. All subjects received the same set of items, half of the subjects having test booklets of Order 1, and the other half having Order 2. Respondents were identified by number rather than by name.

Pretest administration for fifth-grade pupils. The inventory was group administered to intact classrooms by the classroom teacher. Instructions and test items were read aloud by the teacher. A pilot study to test group vs. self administration revealed that group administration was superior for fourth and fifth-grade pupils.

As the teacher read each item, the pupils read the item to themselves. Time for response was allowed after each item. One test booklet was administered daily, in a forty-minute period, for four consecutive days. A five-minute rest break was given in the middlé of each testing session.

Pretest administration for parents. The mother or the father of each child participating in the study was selected randomly to take the inventory. Each participating child took home a packet marked MOTHER or FATHER containing a cover letter explaining the purpose of the study and requesting cooperation from the parents, the set of four test booklets, and instructions for self administration. Each set of parent tests was numbered to correspond with the number assigned to the child in the same family. This was done to permit comparison of test responses and to verify demographic data. The test booklets completed by participating parents were returned to the school by the children. Administration was not timed. Directions requested that not more than two booklets be completed at one time.

Pretest administration for school personnel. Teachers and administration personnel completed the test booklets, following directions for self administration. Each participating teacher or administrator received the packet of four test booklets, cover letter and instructions for self administration. The test was not timed. Directions requested that not more than two booklets be completed at one time.

5. Construction of the final inventory

a. Inventory. A set of 17 scales implementing the final synthesized values domain, was selected for the final values inventory (Appendix F-1), by applying item analysis procedures to each of the original 51 values dimensions. Each of the 17 scales contained at least six items; consisted of an equal number of positively and negatively keyed items; and had an alpha coefficient greater than or equal to .50 in at least two of the samples consisting of parents, school personnel, and children. Items selected for each scale were selected on the basis that they (a) had the highest item-scale correlations in two or more subsamples, (b) had the least extreme endorsement percentages, (c) were the lowest in percentage of question marks and blanks, and (d) appeared to be consistent with the substantive construct measured by other items included on the scale. The number of items retained for each scale depended on the alpha coefficient for the scale, as well as the number of satisfactory items available to balance the number of positively and negatively keyed items. In the case of seven of the scales, one or two new items were written or an old item was rewritten in an attempt to increase scale internal consistency. Consequently, several scales had one more positively keyed item than negatively keyed item, or vice versa. In addition, a few items were rewritten for children to understand.

In order to isolate random responders, a ten-item "Infrequency" scale was added to the inventory. The five positive and five negative items forming the scale were designed so that the majority of the subjects who read the items carefully and who did not have reading difficulties would answer them in the same direction. The direction of keying was such that a high score on the Infrequency scale would indicate an invalid inventory.

With the addition of the Infrequency scale, the inventory consisted of 182 items which were randomly arranged in two different orders to control for serial order effects. The items were presented with two response categories; agree and disagree. The "?" category used for the pretest was eliminated.

b. Demographic information. Included inside every inventory booklet was a demographic information form inquiring into the respondent's age and sex, the occupation and education of the head of the household, and the respondent's race and religion. Except for age and occupation, a set of categories was provided which allowed the respondent to simply check the appropriate item. All subjects were informed in the instructions for taking the inventory that they could leave out all the demographic information except for age and sex. They were encouraged to complete the entire demographic information form.

c. Instructions. Two sets of instructions for completing the inventory were prepared, one set for self-administration by parents and school personnel, and the other for group administration to sixth-grade children in a classroom setting.

C. Measurements of values of parents, school personnel and children

The determination of values of parents, school personnel, and elementary school children, and the identification of areas of congruence and conflict among these groups, constituted the third major objective of the study of values. This objective subsumed the identification of relationships among value preferences, socioeconomic status, and occupational class variables. It involved the accomplishment of the following tasks: (1) selection of a random sample of schools from among three socioeconomic levels for the state of Hawaii, and (2) administration of the final inventory in these schools.

1. Sampling procedure. The 145 elementary schools in the state of Hawaii were classified into one of three socioeconomic categories (low, middle, or high) on the basis of the following criteria:

a. If 20% or more of the students in a school had parents who were on welfare, the school was classified as serving families of predominantly low socioeconomic status.

b. If this condition did not apply, a school was classified according to the socioeconomic category of the plurality of the families in the school district. Low socioeconomic schools had more familites with incomes below $5,000; middle socioeconomic schools had more families with incomes between $5,000 and $10,000; and high socioeconomic schools had more families with incomes over $10,000. The income levels were based on recent census tract data. The list of schools classified by socioeconomic status was submitted to the State Department of Education for verification of the socioeconomic classification. Changes suggested by the Department of Education were incorporated in the classification scheme.

In the pretest it was found that, in order to obtain approximately the same number of usable inventories for parents and children in each of the socioeconomic categories, more subjects needed to be tested in the low socioeconomic category, less in the middle category, and even less in the high socioeconomic category. Consequently, from the list of 145 schools, 10 schools were selected from among those of low socioeconomic status, seven from those of middle socioeconomic status, and four from those of high socioeconomic status. In addition to these 22 schools, 19 additional schools were selected to be used as substitutes for schools which might choose not to participate in the study. All 22 of the schools, however, elected to participate in the study, thereby eliminating the need for any of the alternate schools.

The sample population consisted of a total of 3,919 subjects, including 1,894 sixth-grade children, 1,453 parents, and 572 school personnel, in the state of Hawaii. After the elimination of incomplete or faulty responses, the population was reduced to 1,865 children, 1,452 parents, and 541 teachers. Inappropriate answers and booklets with many blank items were also eliminated. This left the total of 3,673 subjects--1,761 sixth-grade children, 1,389 parents, and 523 school personnel.

2. Administration. All inventories and related materials were distributed by the schools during early February, 1972, and were returned to the University of Hawaii in late February of 1972. Each subject completed a values inventory. Two forms of the inventory were prepared. Both forms contained the same items in different orders. Half of the subjects received Booklet 1, and the other half received Booklet 2. Respondents were identified by number, not by name.

a. Test administration for sixth-grade children. Several different methods of inventory administration were tried out in sixth-grade classrooms in the Honolulu School District during the Fall of 1971. These trials provided the basis for a number of changes in the administration procedures. A short training session in inventory administration procedures was given to all teachers who administered the inventory. The training sessions, each of which lasted about an hour and a half, were conducted approximately two to three weeks prior to actual testing in the schools.

Individual sixth-grade teachers administered the inventory to groups of 20 to 35 children under classroom conditions. The inventory was administered in one session of approximately an hour and a half. Children were told how to fill out the demographic information form at the beginning of each testing session. Detailed instructions were provided for the teacher. Following the completion of the information form and presentation of example items, the teacher read each inventory item aloud to the children. Sufficient time for response was allowed after each item. A five-minute rest break was given in the middle of the testing session.

b. Test administration for parents. At the end of the day on which the test was administered to the children, each child took one copy home for one of his parents. Either the mother or the father was given the inventory, and the inventories were distributed so that an equal number of mothers and fathers was asked to participate. All inventories were distributed to the parents on Monday or Tuesday of the week during which testing occurred; children returned the completed inventories to the classroom teacher at the end of the same week.

Included with the inventory in a packet marked MOTHER or FATHER, was a letter explaining the purpose of the study and requesting cooperation from the parent and the instruction for self-administration of the inventory. The number on the packet and the inventory booklet corresponded with the number assigned to the child in the same family. This allowed the verification of some of the demographic data provided by the child.

c. Test administration for school personnel. During the same week in which children and parents took the inventory, academic and administrative personnel at each school were requested to complete the inventory. School personnel received a packet of materials similar to that given to parents, which contained a letter explaining the purpose of the project and requesting cooperation,instructions for self-administration of the inventory, and the inventory.

III. Results

The major contributions of this project were (a) the conceptualization of a values domain, (b) the construction of a values inventory, and (c) measurements to determine differences in values of parents, school personnel, and children.

A. Conceptualization of values domain

A values domain consisting of seventeen values dimensions was conceptualized. The domain of values relating to home and school was comprised of the following value dimensions:

1. Persistence: emphasis on pursuit of an activity in spite of opposition or resistance; insistence in the repetition of a question, opinion, or activity; tenacity

2. Competition: belief in rivalry, particularly in academic or athletic situations; pursuit of an award or victory over others

3. Success: emphasis on being successful; achieving desired ends or goals; attaining a favorable termination of a venture

4. Good grades: high regard for the satisfaction obtained from getting good grades in school; importance of getting good grades

5. Manners: valuation of polite conduct toward others; displaying good manners; behaving properly in public

6. Status: emphasis on recognition by others, especially important others; being recognized as an important person; being respected

7. Risks: emphasis on taking chances and risks; trying new things before knowing whether they will work; trying new approaches in order to achieve something better

8. Work: preference for work over play; working hard on something rather than relaxing; not valuing relaxation

9. Honesty: opposition to dishonesty, including stealing, lying, and cheating

10. Religion: belief in the worth of religion and the church; being guided by and being true to some religious faith; bringing children up in the church

11. Authority: emphasis on obeying orders and rules; forcing people to obey rules; respecting laws and authority; following instructions

12. Family: preference for doing things with one's family; spending leisure time in family activities; stressing the importance of the family and family activities over other groups and activities

13. Leadership: emphasis on leading others and making decisions for a group; taking charge of a group

14. Materialism: emphasis on owning things and having lots of money; money and material goods as a source of happiness

15. Altruism: desire to help others, especially those who are less fortunate; sharing things with or giving things to those who are in need; concern for others

16. Friends: emphasis on close and frequent contact with friends; belief that having friends and spending time with them is highly necessary for happiness

17. Discipline: emphasis on punishment, particularly physical punishment, as necessary for child rearing; strictness as opposed to kindness and patience

B. Construction of an inventory to measure values

1. Analysis of the pretest data

A preliminary copy of the inventory was used as a pilot test to check for readability and to identify items which were not easily understood. A pilot test was also performed to compare group administration in which the classroom teacher read the items with group administration in which each pupil read the inventory individually. The pilot test revealed that group administration was superior for fourth and fifth-grade children.

The inventory was pretested on a sample consisting of fifth-grade children, parents, and school personnel on the island of Oahu, state of Hawaii. The sample size, after elimination of incomplete data, resulted in a total of 1,297 inventories: 721 fifth-grade children, 411 parents, and 165 school personnel. For each of these 1,297 inventories, four subject indices were computed individually over the 662 items: (a) total percentage of agree responses (agree + agree with question mark), (b) total percentage of disagree responses (disagree + disagree with question mark), (c) total percentage of question marks (agree with question mark + disagree with question mark + question mark), and (d) total percentage of blanks. Two additional subject indices were obtained by computing for each subject the percentage of consistent responses to the 10 pairs of repeated items and the percentage of reversed responses to the 10 pairs of reversed items. Three of the subject indices were used to select a subset from the total sample for which data would be relatively free of response errors and random responding. Subjects were selected for this restricted sample on the basis of the following criteria: (a) at least 60% consistency of response to the 10 pairs of repeated items: (b) at least 50% reversals to the 10 pairs of reversed items; and (c) no more than 10% blank responses. A total of 923 subjects was selected, with 336 parents, 152 school personnel, and 435 fifth-grade children.

To treat the obtained data, factor analytic techniques, item analysis techniques, and internal consistency analysis were applied, resulting in the following outcomes.

a. Factor analytic techniques. A series of factor analyses was performed on the matrix of item correlations separately for each of the three restricted sub-samples, as well as the restricted total sample. Using the procedures developed by Horst (1968), a principal axes factor analysis was performed on each intercorrelation matrix, and each solution was rotated to orthogonal simple structure according to Kaiser's (1958) varimax criterion. Horst's matching procedure was applied to the principal axes matrixes computed for the three sub-samples. Horst's method produced a composite matrix which respresented the single best orthogonal simple structure matrix, according to the varimax criterion, based upon the separate principal axes solution. In addition, the procedure rotated each separate principal axes solution to orthogonal simple structure and produced for each solution a matrix indicating the degree of match with the composite solution.

The factor analytic approach to scale construction was abandoned due to difficulties encountered in the interpretation of the factor solutions for the three sub-samples and total sample, as well as technical difficulties in the computer program used for factor matching. The major problem encountered in the application of factor analytic techniques was the lack of correspondence between the solutions obtained for the separate samples of fifth-grade children, parents, and school personnel. The fact that no correspondence was found in factor structure for these three groups compounded the problems involved in comparing the three groups on a set of distinct common value dimensions. If the factor analytic techniques had been pursued, the investigation would have been limited to statements about differences in value structure for parents, school personnel, and children, and the intention of comparing the groups on value dimensions held in common would have had to be abandoned. An alternate procedure involving traditional item analysis techniques and internal consistency analysis was pursued in the development of the inventory.

b. Item analyses and internal consistency analyses. The 662 items were grouped according to the original 51 dimensions. Item analyses were performed for each dimension, separately for each sample group. Item scale correlations and alpha coefficients were computed for each scale. The first two principal components were extracted from the matrix of inter-correlations among the group of items forming a scale, and each two-factor solution was rotated to orthogonal simple structure. Loadings on the items and the percentage of variance accounted for by each factor provided an indication of the lack of unidimensionality for items and scales. The percentage of question marks, percentage of blanks, and percentage of agreement for each item were computed separately for each of the three restricted samples. Item and scale data for 52 scales are presented in Appendix H-1. Item and scale data for 17 scales are presented in Appendix H-2.

Included in these appendices are the following: the item number on the total inventory and the direction of keying of the item on the scale (Negative (N) or Positive (P)); the item statement; the percentages of question marks, blanks, and agree responses to each item separately for children (C), parents (P), and school personnel (T); the item scale correlations for each of the three groups; the loadings of each item on the first, unrotated principal component for each of the three groups; the alpha coefficients for each scale for each of the three groups; and the percentage of variance accounted for by the first principal component for each of the three groups.

Item and scale data for the final inventory are summarized in Appendix H-3 individually for each of the 17 scales, and include: the item number on the total inventory and the direction of keying of the items on the scale Negative (N) or Positive (P); the percentages of subjects leaving the items blank in the samples of children (C), parents (P), and school personnel (T); the percentages of subjects agreeing with the item in each of the three samples; the item scale correlations for each of the three groups; the number of items contained in the scale; and the alpha coefficient for the scale for each of the three sample groups.

Using these data, each scale and the individual items forming the scale were inspected in order to arrive at a set of scales which satisfied the following criteria: (a) each scale contained no less than six items; (b) it had an equal number of positively keyed and negatively keyed items; and (c) it had an alpha coefficient greater than or equal to .50 in at least two of the three subsamples of parents, school personnel, and children. The items on each scale were carefully screened, and items were eliminated in an iterative attempt at maximizing the number of scales capable of meeting these criteria. Seventeen scales were developed. They were: persistence, competition, success, good grades, manners, status, risks, work, honesty, religion, authority, family, leadership, materialism, altruism, friends, and discipline.

Table 1 (Appendix I) presents for each scale the number of items on the scales; the alpha coefficients separately for the restricted samples of 435 fifth-grade children, 335 parents, and 152 school personnel; and the average number of items per scale, as well as the average alpha coefficient for each of the three samples over the 17 scales. For the data reported in Table 1, several of the scales unavoidably contained an uneven number of positively and negatively keyed items. The degree of scale internal consistency was lowest for children (.55) and approximately the same for parents and school personnel (.61 and .62). These data were based on an inventory of 682 items, which required four days of testing for fifth-grade children. For the children, six of the 17 scales produced an alpha coefficient greater than or equal to an arbitrary criterion of .60. These included: success, risks, religion, money and materialism, altruism, and friends. For parents, eight scales met the criterion, including: risks, honesty, religion, rules and authority, leadership, money and materialism, altruism, and friends. Nine scales met the criterion for school personnel: persistence, honesty, religion, rules and authority, family, leadership, money and materialism, altruism, and friends. The number of scales possessing reasonably high alpha coefficients was therefore substantially less than 17 for each sample.

On the basis of these data, the decision was made to retain all 17 scales for the final inventory, with the expectation that several scales might improve in their internal consistency upon refinement of the inventory and testing procedures. Consequently, certain scales were retained which were characterized at the time by low internal consistency but tapped constructs of considerable interest to persons concerned with values.

2. The final values inventory

The final selection of items to be included in the 17 value scales were made on the basis of the data provided by the samples of 1,761 sixth-grade children, 1,389 parents, and 523 school personnel. Fourteen of the 182 items were eliminated, resulting in a total of 168 items for the final values inventory. Two of the fourteen items eliminated from the inventory belong to the infrequency scale. These items were removed on the basis of evoking too large a percentage of responses in the keyed, deviant, direction in the three sample groups.

Table 2 (Appendix I) presents for each of the 17 scales the number of items on the scale and the alpha coefficients obtained in each of the three samples. The average number of items per scale and the average alpha coefficients for the three samples are given at the bottom of Table 2 (Appendix I). In comparing these data with those obtained for the preliminary form of the inventory (Table 1, Appendix I), the average value of coefficient alpha increased in the final inventory, even though the average number increases in average alpha were slight for parents and teachers and essentially negligible for children. For the children, six of the 17 final scales had an alpha greater than or equal to an arbitrary criterion of .60, just as had occurred on the preliminary form of the inventory. With the exception of the competition scale, whose internal consistency increased substantially in the final inventory, the same scales were involved: success, risks, religion, money and materialism, and friends. Altruism, which had an alpha of .65 on the preliminary inventory, emerged with an alpha (.59) just slightly below the arbitrary criterion of .60 in the final inventory. For parents, 10 scales met the criterion in the final inventory, resulting in an increase of two scales over the earlier form. The scales included: competition, success, status, risks, honesty, religion, leadership, money and materialism, altruism, and friends. The alphas for work-pleasure and rules and authority, which were greater than .60 in the earlier version, were substantially less in the final form. The alpha for the remaining scales were constant. For school personnel, all but two of the scales, work and discipline, had alphas greater than or equal to .60. This represented an increase of 6 scales over the pretest earlier results.

The internal consistency was less satisfactory for children than for parents and school personnel. Therefore, while it is still possible to compare parents, school personnel, and children in terms of mean scores for all 17 of the scales, major emphasis for children should be given to those scales possessing alphas approximately equal to or greater than .60. Greater confidence can be given to the seven scales meeting this criterion than to the 10 scales failing to exhibit that degree of internal consistency. The same applies to comparisons involving parents and school personnel. Without at least this minimal degree of internal consistency, it is difficult to assume that subjects were reacting to the items on a scale in terms of the same underlying construct. Cautious interpretation is necessary for differences found on work and discipline, which had consistently low internal consistency in all three samples.

All analyses were based on the responses of 1,761 sixth-grade children, 1,389 parents, and 523 school personnel. Investigations were conducted to determine the factor structure of the scales for parents, school personnel, and children; and (b) to investigate the differences in values held by parents, school personnel, and children.

3. Development of the factor structure

In order to investigate the dimensional complexity of the final inventory, the matrix of intercorrelations among the 17 scales was analyzed into its principal components. A separate analysis was performed for 1,761 sixth-grade children, 1,389 parents, and 523 school personnel, with the requirement that factoring terminate in each analysis when eigenvalues become less than one. With a minor relaxation of this criterion for children, five factors were extracted in each sample group. Each principal components solution was then rotated to orthogonal simple structure according to the Kaiser (1958) varimax criterion.

The principal components solutions for children, parents, and school personnel are presented in Tables 3, 4, and 5, respectively (Appendix I). The scales have been arranged in each table in decreasing order of loadings on the factor; scale communalities (h^2) are reported in the last column of each table. For the children, a total of 51% of the variance was accounted for by five factors; the fifth factor had an eigenvalue of .98, but that was not judged to be sufficiently below 1.00 to justify a four factor solution. For parents, five factors accounted for 53% of the variance. For school personnel, five factors accounted for 57% of the variance. The percentage of variance accounted for by each five factor solution increased slightly in each successive solution, proceeding from children to school personnel.

a. Development of the factor structure for children. The rotated varimax solution for children is presented in Table 1 (Appendix I). Loadings less than .30 have been arbitrarily eliminated, and scales have been arranged in decreasing order of loadings on the factors. Most of the individual scales possessed low internal consistency for children. The first rotated factor, which is loaded highly by manners, good grades, rules and authority, honesty, and persistence, might tentatively be considered to be a dimension of positive, "moral" virtues for children. The scales loading the factor deal with things that children may believe they are expected or supposed to do, especially in relation to school. The second factor deals with values which promote and accrue from material success and status; the scales loading the factor include status, competition, success, leadership, and money and materialism. The third factor is loaded primarily by risks and altruism, which deal with the valuation of an active, exploratory approach to life and actively helping others. In addition, money and materialism has a negative loading on the factor, while persistence has a positive loading. Considering all these loadings together, the factor deals with some kind of active, "humanistic" approach to life. For the fourth factor, friends contributes negatively, while work and physical discipline contribute positively. The factor seems to be basically a work-pleasure or "bad time-good time" dimension. Work and physical discipline are placed together and are contrasted with spending time with friends. The fifth factor is loaded primarily by scales dealing with a positive attitude toward religion and spending time with one's family.

In the factor structure which emerged for children, most of the 17 scales were complex, rather than homogeneous indicators of a single underlying construct.

b. Development of the factor structure for parents. The rotated varimax solution for parents is presented in Table 7 (Appendix I). The factor structure for parents is distinctive. The first factor is loaded negatively by risks and positively by rules and authority, suggesting a safe conformist dimension in the sense that risks and taking chances are eschewed while conformity to rules, laws, and authority are advocated. The second factor is highly similar to the second factor that emerged for children; it deals with values associated with success. The third factor concerns positive moral virtues, including: persistence, honesty, work, religion, and, to an extent, helping others. For the fourth factor, valuation of friends and friendships, altruism and helping others, good manners toward others, and consideration for family combine to form a positive,social relations dimension which emphasizes frequent, positive interactions with others. The fifth factor is loaded primarily by discipline and good grades, with weak loadings by rules and authority and money and materialism. It seems to represent a generally strong approach to childrearing, with emphasis on good grades, obeying the rules, and having money.

c. Development of the factor structure for school personnel. The rotated varimax solution for school personnel is presented in Table 8 (Appendix I). In general, the five rotated factors for teachers are highly similar to those obtained for parents. The first rotated factor for teachers is identified as dealing with the same values as the second rotated factor found for both parents and children: values instrumental to, and associated with, material success and status. The second factor is similar to the moral values of persistence, altruism, honesty, work, and religion. The two scales risks and rules and authority, which load the third factor for teachers, are the same scales which loaded the safe conformist factor for parents. The fourth factor deals with frequent, positive social relations with others, just as for the fourth factor for parents, but the loadings differ somewhat from those obtained for parents. Friends and manners primarily loaded this factor for teachers, while altruism and family have much lower loadings. The fifth factor for teachers is similar to the fifth factor for parents and is marked most highly by discipline and good grades.

The factor structures for parents and school personnel were reasonably similar, although a number of differences in specific loadings did exist. The structure for children differed from that for parents and school personnel, with the exception of the single factor dealing with success and materialism. On that factor alone, all three groups appeared to agree in the combination of scales into a higher order dimension.

C. Differences in values among parents, school personnel, and children.

The differences and similarities in average scores on the values scales for parents, school personnel, and children were investigated by means of analysis of variance. The independent variables providing the basis for subject classification included: the primary grouping into sixth-grade children, parents, and school personnel; socioeconomic status,as well as occupational type of head of the household; ethnic membership; and sex. First, areas of convergence and divergence among children, parents, and school personnel were considered. Second, differences for each of these groups were investigated separately in terms of socioeconomic status and occupational type. Third, ethnic differences were explored for each of the three samples. Fourth, differences between males and females were investigated for each of the three groups. For all the analyses of variance, the fixed effects model was assumed. Due to the unequal numbers of subjects in the various treatment conditions, unweighted means solutions were employed (Veldman, 1967, pp. 257-268; Winer, 1962, pp. 222-224).

1. Differences in values as a function of reference group. To investigate the differences among parents, school personnel, and children on the 17 scales of the values inventory, a one-way analysis of variance was performed for each of the scales. The results of these analyses, along with mean scores for each group, are presented separately for each of the 17 scales in Table 9 (Appendix I). Mean scores and analyses of variance for children versus parents, children versus school personnel, and parents versus school personnel are presented in Tables 10, 11, and 12, respectively (Appendix I).

Children, parents, and school personnel were significantly different at or beyond the .001 level on all 17 scales. Of the three groups, children were lowest in their average valuation of persistence, success, risks, honesty, family, and money and materialism. Leadership and competition were low for children as well as for teachers. However, children were the highest of the three groups in valuation of status and altruism, and they valued manners. Sixth-grade children seemed to place relatively little emphasis on success and success-related values, including persistence, competition, leadership, and money and materialism. They valued status highly and had low risk orientation. In comparison to parents and teachers, children did not value honesty highly, nor were they as interested in doing things for and with their family. Children were quite concerned, however, with good manners and helping others.

Compared to children and school personnel, the average parent scored high in persistence, competition, good grades, work, honesty, religion, rules and authority, family, and leadership, and low only in their attitudes towards altruism and frequent and close interaction with friends. They also valued manners. Parents placed greater emphasis on values concerned with personal success and accomplishment, such as persistence, good grades, work, competition, and leadership, than did children or school personnel. Parents also valued honesty, religion, and rules and authority.

Parents placed high value on family and much less value on frequent social interactions with friends and on helping others.

School personnel scored higher than parents and children on success, risk taking, and money and materialism, and lower on competition, good grades, manners, status, work, religion, rules and authority, and discipline. School personnel agreed with children in valuing friends and not valuing leadership. The findings of average school personnel values indicated that there was relatively little emphasis on some of the values traditionally attributed to educators. The scores indicated that they did not value competition, good grades, good manners, work, obedience to rules and authority, and discipline as highly as did children and parents. Moreover, they valued taking risks and put low value on leadership. They were relatively high in their emphasis on success, money and materialism, and on close and frequent contacts with friends.

2. Differences in values as a function of socioeconomic status and occupational type. A one-way analysis of variance was performed for each scale, separately for sixth-grade children and parents, to investigate the differences among subjects classified according to the head of the household's socioeconomic status or occupational type. A comparable analysis was not performed for school personnel, due to the fact that most of them belonged to only one or two categories of the independent variables. The number of parents and children who fell into Hollingshead's Categories I and II (Hollingshead and Redlich, 1958) were combined so that the number of subjects in each group would be more similar. The remaining three categories -- III (middle), IV (lower middle), and V (lower) -- were used as they were. The combination of categories I and II is referred to simply as upper socioeconomic status in Tables 10-13 (Appendix I).

The results of the analyses of variance involving socioeconomic status are summarized for children in Table 13 (Appendix I). Approximately the same number of subjects belonged to the upper, middle, and lower socioeconomic groups, but a far greater number of children belonged to families of lower-middle socioeconomic status. There was a regular and highly significant ($p < .001$) tendency for average values to decrease with decreasing socioeconomic status for the following scales: persistence, good grades, manners, risks, honesty, and altruism. Valuation of success also decreased significantly as a function of decreasing socioeconomic status ($p < .05$), as did valuation of friends ($p < .01$). Regard for religion and regular religious worship, as well as money and materialism, increased as a function of decreasing socioeconomic status ($p < .01$). Socioeconomic status had no significant effect on valuation of competition, work versus pleasure, rules and authority, family, or discipline. The significant differences obtained for status and leadership were variable and did not increase or decrease in any pattern as a function of socioeconomic status.

The results of the analyses of variance revealed that sixth-grade children of higher socioeconomic status, as opposed to those of lower socioeconomic status, had higher regard for the values of persistence, success, good grades, manners, risks, honesty, altruism, and friends, but lower regard for religion and money and materialism. In their emphasis on persistence, success, good grades, risks, and honesty, children of higher socioeconomic status were more like parents in general and, to some extent, like teachers. In their higher regard for good manners, helping others, and close and frequent contact with friends, they were even more different from parents and teachers than were children in general. Children of lower socioeconomic status were quite similar to parents in general in their emphasis on religion and money and materialism.

The analyses of variance involving occupational type of head of the household are summarized for children in Table 14 (Appendix I). In order to obtain a more equal distribution of subjects in the various categories of occupational type, the first two categories of Hollingshead's occupational-status scale (Hollingshead and Redlich, 1958) were combined, as were the third and fourth categories and the sixth and seventh categories, respectively. The headings for the four columns of means in Table 14 indicate the occupational types included in each group. Comparing results presented in Table 14 with those reported in Table 13 (Appendix I), the findings based on occupational type were virtually identical in every respect to those obtained for socioeconomic status. This was a strong confirmation of the trends obtained in the previous analyses, in view of the fact that the numbers of subjects contained in the four occupational categories were quite different from the numbers of subjects in the four socioeconomic categories.

The analyses of variance involving socioeconomic status for parents are summarized in Table 15 (Appendix I). The numbers of subjects in each of the four socioeconomic categories were quite similar to those for sixth-grade children, but differences in scale scores as a function of socioeconomic status were different from those for children. For parents, valuation of competition decreased significantly with decreasing socioeconomic status, while valuation of rules and authority, family, and discipline increased with decreasing socioeconomic status. No significant socioeconomic status differences were found for children on any of these four scales. Conversely, parents were not significantly different on four scales which had exhibited significant socioeconomic differences for children: success, money and materialism, altruism, and friends. In contrast to children, parents' valuations of good grades and manners were significantly greater for lower than for higher socioeconomic groups. Nevertheless, there were several areas of congruence between children and parents: regard for status and religion was greater for lower than for higher socioeconomic groups, while regard for risks, honesty, and leadership was less.

Differences in parents and children on values of persistence, competition, risks, honesty, and leadership were significant at .001 level. The difference was greater for higher socioeconomic than for lower socioeconomic groups. Children exhibited an identical trend, with the exception of the nonsignificant differences for competition. Emphasis on a number of other values increased for parents with decreasing socioeconomic level: good grades, manners, status, work, religion, rules and authority, family, and discipline.

For children, however, only the emphasis placed on status and religion increased as a function of decreasing socioeconomic status. The major differences between parents and children as a function of socioeconomic status arose from these latter trends.

Analyses of variance for parents divided into four occupational groups are presented in Table 16 (Appendix I). The results are virtually identical to the ones obtained for socioeconomic status groupings, except work-pleasure and religion, which exhibited no significant differences for occupational types, and friends, which exhibited a significant difference.

3. Differences in values as a function of ethnic group membership. For sixth-grade children and parents, there were sufficient subjects in five ethnic groups to justify comparison of mean scores on the 17 values scales. These groups included: Hawaiian or part Hawaiian, Caucasian, Japanese, Filipino, and "Cosmopolitan". The Cosmopolitan category consisted of persons with any combination of mixed ancestry, except part Hawaiian. Of the 1,761 children, 1,573 belonged to one of these five groups; of the 1,391 parents, 1,208 were included in the five categories. School personnel on the other hand, were almost entirely Japanese or Caucasian; 415 of the 523 teachers belonged to these two groups. For this reason, analyses for school personnel involved only the two ethnic groups, Japanese and Caucasian. A series of one-way analyses of variance was performed separately for each sample of sixth-grade children, parents, and school personnel. Results of the analyses of variance involving ethnic groups are found in Appendix I, Tables 17-19.

Table 17 (Appendix I) presents a summary of the analyses of variance for children. The five ethnic groups differed significantly on 13 of the 17 scales; no significant differences emerged on valuation of competition, success, work, and family. Children in general had lower regard than parents for all four of these values and were lower than teachers in their regard for success and family. Persistence, good grades, manners, risks, honesty, altruism, and friends were valued highest by sixth-grade Caucasians, followed by Japanese, Cosmopolitans, Filipinos, and Hawaiians. Filipinos placed the highest value on status and religion, followed by Hawaiians, Cosmopolitans, Caucasians, and Japanese. The Japanese children were far below the other four groups in their average scores on the religion scale, which included items dealing with being true to some religious faith, going to church, and being guided by religious beliefs. Japanese religious faith traditionally has placed little emphasis on many such activities held in high regard by members of western religions. In that connection, Filipinos, most of whom are Catholic, had the highest average score on religion. Japanese children also differed from the other four groups in their higher valuation of rules and authority, and they were lowest in their regard for leadership and discipline. Caucasians and Hawaiians placed greater emphasis on the latter two values than did the other three groups.

The analyses of variance for parents are summarized in Table 18 (Appendix I). There was significant difference among ethnic groups on all scales except manners and work-pleasure. Parents in general valued manners highly, as did children, and were uniquely high in their valuation of work. There were significant differences found among parents of different ethnic groups.

Caucasian and Japanese parents tended to value competition, success, risks, honesty, and money and materialism more highly, than did the Filipino, Hawaiian, and Cosmopolitan parents. Only in risks and honesty were these ethnic differences similar to those for children. Caucasian parents valued persistence much more highly than did other parents, but emphasized good grades only slightly more than did other groups. As was true for children, Filipino, Hawaiian, and Cosmopolitan parents emphasized status and religion much more highly than did Caucasian and Japanese parents, with Japanese scoring the lowest. Like children, Japanese parents had the lowest average regard for leadership, while Caucasian parents had the highest.

For rules and authority, Hawaiian parents were highest in average scores, followed by Japanese, Cosmopolitan, Filipino, and Caucasian parents. However, the differences between the groups were slight, and parents, regardless of ethnic membership, still placed greater emphasis on rules and authority than did either children or teachers. Hawaiians were also highest in their valuation of family, while Japanese, Cosmopolitan, Caucasian, and Filipino parents placed decreasing emphasis on family. For both altruism and physical discipline, Caucasian parents had the highest average scores, followed by Cosmopolitans, Hawaiians, Filipinos, and Japanese. These findings were reasonably similar to those obtained for children. Finally, valuation of close and frequent contacts with friends was highest for Japanese and decreasingly lower for Filipinos, Caucasians, Hawaiians, and Cosmopolitans. Japanese children also had the highest average score on this scale.

Table 19 (Appendix I) summarizes the analyses of variance contrasting Japanese and Caucasian school personnel. The table reveals only three significant differences in values. Caucasian school personnel, on the average, valued religion, leadership, and altruism significantly more highly than did Japanese school personnel.

While the lack of significant differences between Japanese and Caucasian educators may be construed as being due to the leveling effects of similar experiences in education, it should also be remembered that school personnel were generally similar in socioeconomic status as well. Japanese and Caucasian parents and children were similar on a number of their values. The significant differences that obtained between Japanese and Caucasian school personnel corresponded highly with those which obtained between Japanese and Caucasian parents.

4. Differences in values between males and famales. A series of one-way analyses of variance were performed to investigate sex difference within each sample of parents, school personnel, and children. Results of these analyses are presented in Tables 20-22 (Appendix I).

Results of the analyses for sixth-grade children are presented in Table 20 (Appendix I). No significant difference was found between sixth-grade boys and girls on risks, work-pleasure, friends, or discipline. Girls had significantly higher regard for persistence, good grades, manners, honesty, religion, rules and authority, family, and altruism. Boys, on the other hand, placed significantly more emphasis than girls on competition, success, status, leadership, and money and materialism.

The analyses for parents are reported in Table 21 (Appendix I). No significant differences between male and female parents emerged on nine of the 17 scales: good grades, manners, risks, work-pleasure, honesty, rules and authority, family, altruism, and discipline. For the six scales on which significant differences were found between male and female parents, as well as between male and female sixth-grade children, differences were in identical directions. For parents and children, males were significantly higher than females in their regard for competition, success, status, leadership, and money and materialism, while females had higher regard for religion.

The analyses of variance for school personnel, which are reported in Table 22 (Appendix I), revealed sex differences emerging on only seven of the 17 scales. For four of these seven, significant differences had also been obtained for parents and children. The direction of the differences was identical for all three groups: males emphasized competition, status, and leadership significantly more than did females, while females placed significantly greater emphasis on religion. For the remaining three scales of the seven, significant sex differences had previously been found for children but not for parents. The directions of the differences were identical for both teachers and sixth-grade children: females had significantly higher regard than males for manners, honesty, and rules and authority.

5. Value differences as a function of socioeconomic status and sex. Conflicts in values among sixth-grade children, parents, and educators were found. It is possible that the differences among parents, school personnel, and children were due to the socioeconomic status differences among the groups. While a large number of children and parents were of lower and lower-middle socioeconomic status, most school personnel were of upper and upper-middle socioeconomic status. Differences in values between parents and children and school personnel may have been due to differences in values between socio-economic status groups. If this were true, the same kinds of differences would not be found if parents, school personnel, and children were selected from the same socioeconomic classification.

To test this possibility, a series of one-way analyses of variance were performed which compared the values of parents, school personnel, and children within Hollingshead and Redlich's (1958) upper socioeconomic classes. According to this classification, the occupation and education of the head of the household had to place the family in Hollingshead's Classes I and II (upper and upper-middle socioeconomic status). These two classes were chosen because the socioeconomic status of the head of the household for most school personnel was Class I or II. From a total of 523 school personnel, 334 fell in Classes I and II.

The results of analyses of variance and mean scores are summarized in Table 23 (Appendix I). Inspection of Table 23 reveals that children in upper socioeconomic classes placed greater emphasis than did children in general on persistence, competition, success, good grades, and manners. Children from high socioeconomic families were more similar to parents in their emphasis on persistence and success than were children in general. No significant difference was found in the valuation of success among the three groups. Children from high socioeconomic families, like children in general, placed a relatively greater emphasis than parents and teachers on manners, status, and helping others. Parents and children in upper socioeconomic classes were more similar to parents and teachers in general in their regard for certain success and success-related values than children in general. They were more disparate in their emphasis on values such as manners, status, and altruism.

Parents and school personnel of high socioeconomic status tended to diverge in their average emphasis on values like persistence, competition, and leadership even more dramatically than had parents and teachers in general. Since mean scores for teachers with high socioeconomic status were almost identical to those for teachers in general, these increased differences occurred because parents of high socioeconomic status emphasized these values more strongly than parents in general. Parents of high socioeconomic status valued good grades, manners, work, religion, rules and authority, family and discipline less than parents in general, but more than teachers. These parents were similar to teachers in their relative lack of emphasis on status and in their greater emphasis on taking risks and helping others. The parents of high socioeconomic status differed from teachers more than parents in general in their lower valuation of money and materialism and friends.

These results indicate that it is difficult to attribute value conflicts among parents, teachers, and children exclusively to socioeconomic status differences. While it is true that children of high socioeconomic status, compared to children in general, had higher regard for values like persistence, competition, and success, and were more similar to parents in general, they still differed substantially from school personnel, who placed relatively low emphasis on persistence and competition. The three groups agreed in their high regard for success. Regardless of socioeconomic status, children placed greater emphasis than parents and teachers on manners, status, and helping others. Because parents of high socioeconomic status valued persistence, competition, and leadership even more than parents in general, conflict with school personnel was even greater for these values. Parents of high socioeconomic status were more similar than parents in general to school personnel in their lower regard for good grades, manners, work, religion, rules and authority, family, and discipline. School personnel had significantly lower regard for these values than either parents in general or high socioeconomic status parents.

To validate the findings relating to socioeconomic status, a series of analyses was performed for parents, school personnel, and children of middle socioeconomic status. As revealed in Table 24 (Appendix I), the relative differences among the three groups were similar to those obtained for upper socioeconomic status subjects. The absolute scores were quite different. The only major exceptions to the findings obtained for higher status subjects involved manners, altruism, friends, and family. In contrast to subjects of high socioeconomic status, middle socioeconomic status parents, school personnel, and children did not differ significantly on valuation of manners. Middle socioeconomic status school personnel valued family and friends more and altruism less than did parents and children.

The conflicting values for parents and children as opposed to school personnel may be attributable mainly to ethnic and sex differences between the groups. In the present sample, 227 children were Hawaiian, 223 were Caucasian, 435 were Japanese, 184 were Filipino, and 459 were Cosmopolitan. For parents there were 220 Hawaiians, 260 Caucasians, 397 Japanese, 172 Filipinos, and 159 Cosmopolitans. School personnel were mainly Japanese (N = 319) and Caucasian (N = 96). There were 624 male and 741 female children, 949 male and 881 female parents, and 56 male and 457 female school personnel. Most school personnel were female Japanese, while parents and children were more evenly distributed across ethnic groups and sexes.

Due to the lack of a sufficient number of school personnel of other than Japanese or Caucasian ancestry, as well as the lack of male educators, an adequate test of this hypothesis was difficult to achieve. In order to provide trend information on the issue, an analysis of differences between parents, school personnel and children, belonging to upper and middle socioeconomic status, was performed for all Japanese females. The basic purpose of this analysis was to find out whether the same kinds of differences would emerge between female Japanese parents, school personnel, and children as emerged between parents, school personnel, and children in general. This represents a quite stringent test of differences between these groups inasmuch as values peculiar to being Japanese and female act against finding differences between parents, school personnel, and children. These comparisons provide information on whether differences between parents, school personnel, and children were mainly a function of most school personnel being female, upper and middle socioeconomic status Japanese while parents and children were more evenly distributed over socioeconomic status, ethnic groups, and the two sexes.

Differences were assessed by means of a series of two-way analyses of variance for parents, school personnel, and children by upper and middle socioeconomic status. Results of these analyses are reported in Table 25 (Appendix I). Socioeconomic status produced a significant main effect on only two scales (success and risks), and there were no significant interactions. The analyses reported in Table 25 (Appendix I) include the main effect and mean scores only for the classification of subjects into children, parents, and school personnel.

In contrast to the findings for parents, school personnel, and children in general, no significant differences obtained among the three groups on persistence, competition, success, honesty, and leadership. The lack of significant findings for these scales may be due to the more potent and restricting effects of sex, ethnic membership, or socioeconomic status. Female parents, teachers, and children placed uniformly low emphasis on competition and leadership, while female children and teachers placed a high emphasis on honesty. The present analyses did not confirm the earlier findings for these five scales.

For seven of the scales, the direction of the differences among children, parents, and school personnel were identical to those for subjects in general. These scales included: status, risks, work, family, money and materialism, altruism, and discipline. For three other scales, the direction of the differences were similar, but not quite identical. These included manners, religion, and authority. Only for one scale, good grades, were the findings in a substantially opposite direction to those for parents, school personnel, and children in general.

Japanese female sixth-graders, like other sixth-graders, placed higher value on good manners, status, helping others, and discipline than did parents and teachers. They had lower regard for risks, family, and materialism than did parents and teachers. The major difference between the Japanese female sixth-graders, in comparison with sixth-grade children in general, was the former's higher regard for values like persistence, success, honesty, leadership, and competition. On the whole, however, the picture that emerged for these children was highly similar to that for children in general.

Female Japanese parents, like parents in general, were highest of the three groups in their regard for work, religion, and family, and lowest in their regard for helping others and having close and frequent interaction with friends. Unlike parents in general, they did not place greater emphasis than the other two groups on persistence, competition, good grades, honesty, rules and authority, and leadership. The relative lack of emphasis on these values fits well with the higher socioeconomic status of the parents (Tables 23 and 24, Appendix I) as well as with their being female. In addition, for all but one of these scales (good grades), differences between the three groups were not reversed, but were not statistically significant. The present findings revealed that the relatively greater emphasis of parents in general on values like persistence, competition, honesty, rules and authority, and leadership may be due to differences between parents and school personnel in socioeconomic status, ethnic membership, or sex.

School personnel who were female and Japanese, like school personnel in general, had lower regard than parents and children for status, work, rules and authority, and discipline. School personnel in general also valued risks and money and materialism more than did parents and children. In contrast to the findings for subjects in general, Japanese female school personnel did not have a uniquely higher regard for success, nor a uniquely lower regard for competition, good grades, manners, and religion. They were, however, relatively low in their emphasis on the latter four values.

These analyses of value differences by socioeconomic status and sex appear to validate the conflicts in values among sixth-grade children, parents, and school personnel. The emphasis placed on values such as persistence, competition, good grades, rules and authority, and leadership may be largely a function of socioeconomic status, ethnic membership, or sex. The relative emphasis which parents, educators, and sixth-graders placed on many other values appears to be reasonably consistent, regardless of the manipulations of other variables. The influence should not be interpreted as exclusively due to socioeconomic status variable alone.

IV. Summary, recommendations, and conclusion

A. Summary

This is the final report of the home and school values project, conducted to investigate the influence of values on the educational process. The primary purposes of the project were: to conceptualize a values domain; to construct a values inventory; to measure values of parents, school personnel, and children and to determine degree of congruence and conflicts of values of parents, school personnel, and children across socioeconomic status, ethnic group, and occupational class variables. The first major efforts of the study were devoted to conceptualizing a values domain, and developing an inventory to measure values of parents, school personnel, and children. The final inventory was administered to a sample of sixth-grade children, parents, and school personnel in the state of Hawaii. The analyses of data obtained from the final inventory provided a basis for drawing conclusions about the degree of congruence and conflicts of values held by these three groups, and for making interpretations regarding relationships of values to socioeconomic status, ethnic, and occupational variables.

Analysis of literature and interview protocols resulted in defining a values domain consisting of fifty-one value dimensions. Item development and subsequent test construction resulted in an inventory to measure values of fifth-grade children, parents, and school personnel. The preliminary inventory was pretested on a sample of fifth-grade children, parents, and school personnel.

Item analysis techniques and internal consistency analyses were applied to construct the final inventory. Seventeen value scales or dimensions were developed from the original fifty-one value dimensions. The final values inventory was administered to a sample of sixth-grade children, parents, and school personnel. The results were analyzed in terms of the factor structure of each group and the similarity and differences of the values held between groups. Values of children were loaded on positive moral virtues, social interaction, material success and status, active humanistic approach to life, and religion and family merged as one. Parents' values were loaded on a safe conformist dimension, moral virtues, social interaction, and a strong attitude towards discipline. The values of the school personnel were loaded on material success and status, moral virtues, the safe conformist dimension, and social interaction, with much less loading for altruism, family, and discipline. The factor structure for parents, school personnel, and children was reasonably similar, but was considerably different in specific loadings. The structure for children was different with the exception of the factor dealing with success and materialism. The fact that the sixth-grade children differed from parents and school personnel in their factor structure is not surprising in view of the low internal consistency of the 17 scales for children. This lack of internal consistency may mask the presence of greater similarity in factor structure for the three groups in basic underlying value dimensions tapped by the scales.

The results of the analyses of variance reveal a number of areas of conflict in values among sixth-grade children, parents, and school personnel in terms of their average values. They were significantly different at or beyond .001 level on the seventeen scales, with emphasis on different dimensions. Children placed relatively little emphasis on success and traditional success-related values, including leadership, persistence, competition, success, and money and materialism. Parents had relatively high regard for several of these areas, especially persistence, competition, and leadership. School personnel valued competition and leadership as little as did children, but they emphasized success as well as money and materialism even more than the parents did. Children were most concerned with good manners and helping others. Parents agreed with children on the importance of manners, but not on helping others. School personnel did not value either area particularly highly. Parents placed a relatively high emphasis on good grades, work, religion, and rules and authority, while school personnel placed a relatively low value on these factors. Children were in between parents and school personnel on these constructs. Parents emphasized a strong family orientation more than children or school personnel, and valued close and frequent contact with friends less than did children or teachers. School personnel had lower regard than either parents or children for discipline.

In view of the differences in values among parents, school personnel, and children, the results obtained were viewed separately in terms of areas of convergence and divergence in values among the three groups on the basis of socioeconomic status, occupational type, ethnic differences, and sex differences.

The results of the analyses of variance involving socioeconomic status revealed that for parents, differences in values of persistence, competition, risks, honesty, and leadership were significant at .001 level for higher socioeconomic groups versus lower socioeconomic groups. Children exhibited an identical trend, with the exception of the nonsignificant differences for competition. Emphasis on a number of other values increased for parents with decreasing socioeconomic level: good grades, manners, status, work, religion, rules and authority, family, and discipline. For children, however, only the emphasis placed on status and religion increased as a function of decreasing socioeconomic status. The major differences between parents and children as a function of socioeconomic status arose from these latter trends.

Considering the differences in values as a function of different ethnic groups, the results showed significant differences on 13 of the 17 scales. There was no significant difference found among children of different ethnic groups for competition, success, work, and family. Filipino children were the highest on religion, while Japanese were lowest. Japanese differed from the other four groups in their higher valuation of rules and authority, and they were the lowest in their regard for leadership and discipline. Caucasians and Hawaiians placed greatest emphasis on the latter two values. There were significant differences found among parents of different ethnic groups. Caucasian and Japanese parents tended to value competition, success, risks, honesty, and money and materialism more highly than did the Hawaiian, and Cosmopolitan parents. Caucasian parents valued persistence much more highly than did other parents, but emphasized good grades only slightly higher than other groups. Filipino, Hawaiian, and Cosmopolitan parents emphasized status and religion much more highly than did Caucasian and Japanese parents. Japanese parents had the lowest regard for leadership, while Caucasian parents had the highest. Few significant differences were found in the analyses of variance contrasting Japanese and Caucasian school personnel. The significant differences that obtained between Japanese and Caucasian school personnel corresponded highly with those which obtained between Japanese and Caucasian parents. One major limitation of this study was the failure to treat Chinese, one of the major ethnic groups in Hawaii, as a separate ethnic group in determining the influence of ethnic background on value differences. The number of Chinese subjects to whom the values inventory was administered was small, compared to the other ethnic groups. The inventories from the Chinese respondents were eliminated from the data analyses. The failure to obtain a sufficient number of responses from the Chinese group to permit inclusion in the data analysis was due to inadequate and faulty sampling.

Differences in values attributed to sex were not as significant as other variables. Boys placed significantly more emphasis than girls on competition, success, status, leadership, and money and materialism, while girls had a high regard for persistence, manners, religion, rules and authority, family, and altruism. Similar patterns were found for parents and school personnel. The differences related to sex seem reasonable in terms of traditional role expectations for males and females in American society. Boys are usually expected to be more oriented than girls towards competition, success, and status, and are expected to be better leaders than girls. Females typically are expected to exhibit better manners, do better in school, be more honest, obey rules more, be more religious, be more helpful, and be more family oriented.

As a result of a series of analyses regarding the attribution of the value differences as a function of socioeconomic class, the conflicts found among parents, school personnel, and children were confirmed. While the emphasis placed on values such as persistence, competition, good grades, rules and authority, and leadership may be largely a function of socioeconomic status, ethnic membership, or sex, the relative emphasis which parents, school personnel, and sixth-grade children placed on other values appears to be reasonably consistent regardless of the manipulation of other variables. The influence should not be interpreted as exclusively due to socioeconomic status variable alone.

B. Recommendations

a. It is recommended that the instruments developed in this project and the findings from this study be implemented in the study of ways in which values impact on the educational process and of approaches to be implemented to optimize the responsibility of the school for transmission, inculcation, and/or modification of values. Through a long range program of values research, solutions to many educationally significant problems can be achieved including:

(1) Determination of the value climate of different schools, classes, school personnel, and individuals or groups within the community.

(2) Determination of relationships of values held to emotional maturity.

b. It is recommended that cross-sectional comparisons be made of values of students in different grades and subject matters.

c. It is recommended that longitudinal studies of value orientations be made as students progress from kindergarten through secondary and post secondary schools.

d. It is recommended that studies be made to determine relationships between values and delinquency of youth.

e. It is recommended that studies be made of values by ethnic groups in Hawaii, including Chinese.

C. Conclusions

The importance of values in determining the life style of an individual is an accepted truth. This importance should not be neglected nor taken for granted. There is consensus that values direct the way of life of a group of people and determine behaviors of each individual. To a large extent, it is the sharing of a set of value constructs that binds people in a community together with minimal conflict. Though the importance of values long has been recognized, the nature of values and the influence of values, particularly on the educational process, never have been empirically tested. There is agreement that the school operates within a context of values. It is difficult to pinpoint with any certainty how much values influence and consequently are implemented in the educational process.

The results of the present study to assess empirically the validity of the generally presumed conflicts between values espoused in homes and at schools have crystalized some prominent aspects of value conflicts which need careful consideration if effective educational implementations are to be achieved. In order to meet the increasing demand of the society "to train up children in the way they should (Nichols, _et al_., 1970, p.66)," the implementation of values in the educational process is a must. People make up a nation, and the values of its people reflect the future of the nation in many subtle ways.

"A truly free and responsible society, uniting a variety of cultures, races, and classes in a common value bond, constitutes the American survival agenda. If we fail to establish healthy values, the broadening discontent of angry, disturbed, unhappy people will bring about the ultimate demise of constitutional democracy (Nichols, _et al_., 1970, p.66)."

V. References

Albert, E. M. Classification of values. *American Anthropologist*, 1956, *58*, 221-49.

Allport, G. Values and our youth. *Teachers College Record*, 1961, *63*, 215.

Allport, G. W., and Vernon, P. E. *Study of values*. Boston: Houghton-Mifflin, 1931.

Allport, G. W., Vernon, P. E., and Lindzey, G. *Study of values*. (Rev. ed.) Boston: Houghton-Mifflin, 1951.

Bales, R., and Couch, A. The value profile: A factor analytic study of value statements. *Sociological Inquiry*, 1969, *39*, 3-17.

Brameld, T. B. *Cultural foundations of education*. New York: Harpers, 1957.

Buckingham, B. R., and Dolch, E. W. *A compiled word list*. Boston: Ginn and Company, 1936.

Centers, R. *Psychology of social class*. Princeton: Princeton University Press, 1949.

Curti, M. *Roots of American loyalty*. New York: Columbia University Press, 1936.

Dubin, R. *World of work.* Englewood Cliffs, New Jersey: Prentice Hall, 1958.

Dukes, W. F. Psychological studies of values. *Psychological Bulletin*, 1955, *51*, 24-50.

Edwards, A. L., and Walsh, J. A. Relationships between various psychometric properties of personality items. *Educational and Psychological Measurement*, 1963, *23*, 227-238.

Gabriel, R. H. *Course in American democratic thought* (2nd ed.) New York: Ronald Press, 1956.

Gabriel, R. H. *Traditional values in American life*. New York: Harcourt and Brace, 1960.

Gates, A. I. *A reading vocabulary for the primary grades*. New York: Columbia University Press, 1935.

Getzels, J. W. Changing values challenge the schools. *School Review*, 1957, *65*, 92-102.

Getzels, J. W., Lipham, J. M., and Campbell, R. F. Educational administration as a social process. New York: Harper and Row, 1968.

Ginzberg, E. Values and ideas of American youth. New York: Columbia University Press, 1961.

Ginzberg, E., Ginsburg, S. W., Axelrad, S., and Herma, J. L. Occupational choice. New York: Columbia University Press, 1951.

Glaser, E. M., and Maller, J. B. Measurement of interest values. Character and Personality, 1940, 9, 71.

Goldschmidt, W., and Edgerton, R. B. Picture techniques for study of values. American Anthropologist, 1961, 63, 26-47.

Gordon, L. V. Q-Typing: An exploration in personality measurement. The Journal of Social Psychology, 1969, 78, 121-36.

Gorlow, L., and Noll, G. A. A study of empirically derived values. The Journal of Social Psychology, 1967, 73, 261-269.

Gorsuch, R. L., and Smith, R. Naturally occurring value categories in children. Paper presented at annual meeting of Southeastern Psychological Association, Louisville, Kentucky, 1970.

Gribbons, W. D. and Lohnes, R. R. Shifts in adolescents vocational values. Personnel and Guidance Journal, 1965, 44, 248-252.

Guilford, J. S., Gupta, W., and Goldberg, L. Development of a values inventory for grades 1 through 3 in five ethnic groups. Final report. United States Office of Education Project No. 0-0196. Torrance, California: General Behavioral Systems, Inc., 1971.

Guilford, J.S., Gupta, W., and Goldberg, L. Relationship between teacher-pupil value disparities and the academic achievement, classroom behavior, and school adjustment of elementary children. Final report. United States Office of Education Project No. 10283. Torrance, California: General Behavioral Systems, Inc., 1971.

Harrod, G., and Griswold, N. Occupational values and counseling. Vocational Guidance Quarterly, 1960, 9, 60-66.

Hartshorne, H., and May, M. Studies in the nature of character. New York: Macmillan, 1930.

Havighurst, R.J. and Taba, H. Adolescent character and personality. New York: Wiley and Sons, 1949. Pp. 27-46.

Henry, J. Cross cultural outline of education. Current Anthropology, 1960, 1, 267-306.

Hofstee, W.K. Secular trends in an adjective checklist. Educational and Psychological Measurement, 1966, 26, 363-367.

Hofstee, W. K. Method effects in judging the desirability of traits. Educational and Psychological Measurement, 1969, 29, 583-604.

Hollingshead, A. B., and Redlich, C. R. Social class and mental illness: A community study. New York: John Wiley and Sons, 1958.

Horst, P. Personality: Measurement of dimensions. San Francisco: Jossey-Bass, 1968.

Hyman, H. Value systems of different classes. In R. Bendix and S. M. Lipset, Class, status, and power. Glencoe, Illinois: Free Press, 1953.

Jackson, D. N., and Lay, C. H. Homogeneous dimensions of personality scale content. Multivariate Behavioral Research, 1968, 3, 321-338.

Jackson, D. N., and Singer, J. E. Judgments, items, and personality. Journal of Experimental Research in Personality, 1967, 2, 70-79.

Jones, L. V., Peryam, D. R., and Thurstone, L. L. Development of a scale for measuring soldiers' food preferences. Food Research, 1955, 20, 512-520.

Inkeles, A., and Levinson, D. J. National character: Study of modal personality and sociocultural systems. In G. Lindzey (Ed) Handbook of Social Psychology. Reading, Massachusetts: Addison-Wesley, 1959.

Kaiser, H. F. The varimax criterion for analytic rotation in factor analysis. Psychometrika , 1958, 23, 187-200.

Kassarjian, H. H., and Kassarjian, W. M. Occupational interests, social values and social character. Journal of Counseling Psychology, 1965, 12, 48-54.

Katz, M. Decisions and values. New York: College Entrance Examination Board, 1963.

Kluckhohn, C. Mirror for man. New York: Mc Graw Hill, 1949.

Kluckhohn, F. Dominant and substitute profiles of cultural orientations: Significance for analysis of social stratification. Social Forces, 1950, 28, 376-393.

Kohn, M. Class and conformity. Homewood, Illinois: The Dorsey Press, 1969.

Lee, D. Sociological insights into American culture. Journal of Social Issues, 1951, 26, 7-14.

Lerner, M. America as a civilization. New York: Simon and Schuster, 1957.

Long, B. H., Henderson, E. H., and Ziller, R. C. Self-ratings on the semantic differential: Content versus response set. Child Development, 1968, 39, 647-656.

Long, B. H. Critique of Soares and Soares "Self-perceptions of culturally disadvantaged children." American Educational Research Journal, 1969, 6, 710-711.

Lynd, R., and Lynd, H. Middletown. New York: Harcourt and Brace, 1937.

May, M. A. Teacher as transmitter of culture. Educational Administration and Supervision , 1940, 26, 161-75.

Mead, M. School in American Culture. Cambridge, Massachusetts: Harvard University Press, 1951.

Myrdal, G. American ideals and American conscience. In G. Myrdal (Ed.), American Dilemma. New York: Harpers, 1944.

Nichols, R., Sullivan, N. V., Colman, J., Conners, M., Hirschberg, J. C., Kennell, W., Ryan, T. A., Tomayko, J. F., Wheeler, H., Williams, M. K., Zimmerman, S. Crisis in values. In Report of the White House Conference on Children. Washington: U.S. Government Printing Office, 1970, Pp. 61-71

Osgood, C. E., Suci, G. J., and Tannenbaum, P. H. The measurement of meaning. Urbana, Illinois: University of Illinois Press, 1957.

Perrone, P. A. Values and occupational preferences of junior high school girls. Personnel and Guidance Journal, 1965, 44, 253-257.

Perrone, P. A. Stability of values of junior high school pupils and their parents over 2 years. Personnel and Guidance Journal, 1967, 46, 269-74.

Reisman, D. Lonely crowd. New York: Anchor Books, 1950.

Rinsland, H. D. A basic vocabulary of elementary school children. New York: The Macmillan Company, 1945.

Rosen, R. C. Achievement syndrome: A psychocultural dimension of social stratification. American Sociological Review, 1956, 21, 203-211.

Rosenberg, M. Occupations and values. Glencoe, Illinois: Free Press, 1957.

Ruesch, J., and Bateson, G. Communication: Social matrix of psychiatry. New York: Norton and Company, 1951.

Schwarzweller, H. K. Value orientations and educational and occupational choices. Rural Sociology, 1959, 24, 246-256.

Schwarzweller, H. K. Values and occupational choice. Social Forces, 1960, 39, 126-135.

Scott, W., and Scott, R. Values and organizations. Chicago: Rand-McNally and Co., 1965.

Singer, S. L., and Stefflre, B. Sex differences in job values and desire. Personnel and Guidance Journal, 1954a, 32, 483-84.

Singer, S. L., and Stefflre, B. Age differences in job values and desires. Journal of Counseling Psychology, 1954b, 2, 89-91.

Smith, A. E., and Collins, H. A. Value congruence and vocational self concept of school counselors. Personnel and Guidance Journal, 1967, 45, 795-798.

Spindler, G. D. (Ed.) Education and anthropology. Stanford: Stanford University Press, 1955a.

Spindler, G. D. Education in transforming American culture. Harvard Educational Review, 1955b, 25, 145-53.

Spindler, G. D. Transmission of American culture, Harvard University Press, 1959.

Spranger, E. Types of man. Translated by P.J.W. Pigors. Halle (Saale), Germany: Max Niemeyer Verlag, 1928. (Republished: New York, Johnson Reprint, 1966.)

Stefflre, B. Concurrent validity of the vocational values inventory. Journal of Educational Research, 1959, 52, 339-352.

Super, D. E., and Kaplan, H. G. Work values of school counselors attending NDEA summer guidance institutes. Personnel and Guidance Journal, 1967, 46, 27-31.

Thorndike, E. L., and Lorge, I. The teacher's word book of 30,000 words. New York: Bureau of Publications, Columbia University Press, 1944.

Trott, M. D., and Jackson, D. N. An experimental analysis of acquiescence. Journal of Experimental Research in Personality, 1967, 2, 278-288.

Veldman, D. J. Fortran programming for the behavioral sciences. New York: Holt, Rinehart and Winston, 1967.

Vogt, E.Z., and O'Dea, T. Comparative study of role of values in social action in two northwestern communities. American Sociological Review, 1953, 18, 6.

Vogt, E. Z., and Roberts, J. Study of values. Scientific American, 1956, 195, 25-31.

Wagman, M. Interests and values of career and homemaking oriented women. Personnel and Guidance Journal, 1966, 44, 794-801.

Warner, W. L., and Lunt, P. S. Social life of the modern community. New Haven, Connecticut: Yale University Press, 1941.

Warner, W. L., and Lunt, P. S. Yankee city series. Volume I and II. New Haven, Connecticut: Yale University Press, 1942.

Warner, W. L., Meeker, N., and Eels, K. Social class in America. Chicago: Science Research Associates, 1949.

Weisskopf, J. Industrial institutions and personality structure. Journal of Social Issues, 1951, 26, 1-6.

West, J. Plainville, U. S. A. New York: Columbia University Press, 1945.

Whiting, J. Cross-cultural method. In G. Lindzey (Ed.), Handbook of social psychology. Reading, Massachusetts: Addison-Wesley, 1959.

Whiting, J. and Child, I. L. Child training and personality. New Haven, Connecticut: Yale University Press, 1953.

Whiting, J., and Whiting, B. B. Contributions of anthropology to methods of studying child rearing. In P. H. Mussen (Ed.), _Handbook of research methods in child development_. New York: Wiley and Sons, 1960.

Williams, R. _American society_. New York: Knopf, 1951.

Winer, B. J. _Statistical principles in experimental design_. New York: McGraw-Hill, 1962.

APPENDICES

APPENDIX A

Set of 21 Categories of Values Domain Derived from Content Analysis of Values Literature and Validation by Judges*

Value Category	Definition	Rating of Value Categories Three Judges*		
		A	B	C
1. subjectivity	making decisions and taking action based on feelings rather than rational judgment (a) making decisions on basis of feelings (b) acting on the spur of the moment			x
2. self-direction	doing things which are relevant to an individual (a) engaging in self-relevant activities (b) liking self	x	x	x
3. competition	trying to be better than someone else at something (a) engaging in rivalry (b) trying to win		x	
4. creativity	making, inventing or producing something new and meaningful (a) producing things which fulfill the standards of beauty (b) producing meaningful new forms	x	x	x
5. education	gaining skill, knowledge or understanding by study, instruction, or experience (a) learning for the sake of gaining knowledge (b) engaging in a program of study to reach desired standards for self satisfaction			x
6. egalitarianism	having social concern for others (a) being tolerant and respecting of others (b) doing things which are relevant to others	x	x	x
7. ethical morality	acting in accord with moral codes of right and wrong (a) doing what is just and right (b) being good		x	x

*Values marked with x were rated important elements in a values domain; lack of any mark in the Judge column indicates the judge did not consider the element essential to a values domain

APPENDIX A (Continued)

Value Category	Definition	Rating of Value Categories Three Judges* A	B	C
8. goal-directedness	doing the things necessary to achieve one's goals and avoid losing them (a) engaging in goal relevant behavior (b) adjusting to the environment in a goal congruent manner	x	x	x
9. group centeredness	desiring and having contact with other people and doing things necessary to further interpersonal relationships; living in a stable community with a common culture (a) interacting with others and making adjustments to further interaction (b) acting in accord with group norms and participating in ritual group activities	x	x	x
10. health and physical well-being	keeping one's body and mind in a sound state, free from disease or malfunction which arises (a) engaging in health maintaining activities (b) obtaining treatment for unhealthy conditions	x	x	
11. materialism	liking and wanting things, tangible objects which can be kept and asserting the right of an individual to have and keep things (a) supporting private ownership (b) obtaining and holding possessions of money and related objects of worth	x	x	x
12. hedonism	living a pleasant life free from needs and obtaining experiences which are pleasing (a) avoiding states of deprivation and conflict (b) seeking pleasurable experience	x	x	x
13. rational objectivity	making reasoned judgments based on logic and hypothesis testing (a) being objective (b) using the scientific method	x		x
14. wisdom	utilizing the thought processes and establishing criteria and selecting processes (a) engaging in intellectual activities (b) setting standards for intellectual activities	x	x	

APPENDIX A(Continued)

Value Category	Definition	Rating of Value Categories Three Judges*		
		A	B	C
15. religion	committing oneself to a set of religious beliefs and doing the things necessary to fulfill that commitment (a) participating in religious activities (b) affirming a religious faith or commitment	x	x	x
16. responsibility	holding oneself accountable for one's actions, answering for one's conduct and obligations (a) defining responsibilifties (b) acting in accord with responsibilities	x		
17. self-centeredness	wanting to be by oneself or in one's immediate group as much as possible, not wanting to get involved with other people beyond one's primary reference group (a) minimizing social interaction and commitments (b) believing in self-concern, self advancement, self-security	x	x	x
18. productivity	deriving satisfaction from craftsmanship (a) being thorough and productive (b) deriving pleasure from a job well done		x	x
19. social potency	being in a position to manipulate and control others and having power to elicit respect from others (a) initiating social interaction and obtaining respect from others	x	x	x
20. social stability	being confirming and respecting authority (a) being conservative (b) being conventional	x	x	x
21. achievement	striving for accomplishment in economic, social, academic avenues (a) working for good grades (b) trying to gain status through economic or social position or political power			x

APPENDIX B

Characteristics of Interviewees*

Characteristics	Interviewees			
	School Personnel	Parent	Pupil	Total
Age				
7-9			52	52
10-12			82	82
13-15			17	17
16-18				
19-30	46	49		95
31-40	43	67		110
41-50	12	23		35
51+	3	10		13
Total	104	149	151	404
Sex				
Male	16	55	80	151
Female	88	94	71	253
Total	104	149	151	404
Education				
K-1		2	16	18
2-6		4	105	109
7-9		16	27	43
10-12		56	3	59
13-15	2	36		38
BA degree	88	28		116
>BA degree	14	7		21
Total	104	149	151	404

*Of 426 interviews conducted, 22 were eliminated, leaving a total of 404 interviews.

APPENDIX B (Continued)

Characteristics of Interviewees*

Characteristics	Interviewees			Total
	School Personnel	Parent	Pupil	
Socio-Economic Status				
Low	1	47	62	110
Middle	78	55	59	192
Upper	25	47	30	102
Total	104	149	151	404
Place of Residence				
Urban Oahu	62	79	69	210
Rural Oahu	15	23	22	60
Urban Hawaii	21	22	23	66
Rural Hawaii	6	2	4	12
Urban Maui	0	6	12	18
Rural Maui	0	17	21	38
Total	104	149	151	404
Ethnic Background				
Hawaiian	4	22	20	46
Samoan	0	4	3	7
Portuguese	1	2	7	10
Caucasian	21	50	28	99
Cosmopolitan	8	24	53	85
Filipino	1	3	9	13
Chinese	15	6	7	28
Japanese	51	34	22	107
Korean	1	1	0	2
Negro	0	1	1	2
Other	2	2	1	5
Total	104	149	151	404

*Of 426 interviews conducted, 22 were eliminated, leaving a total of 404 interviews.

APPENDIX C-1

Number of Interviewees in Three Groups for Four Levels of Code Unit Response

Number of Code Units Per Interview	Interviewee Classification			Total
	School Personnel	Parent	Pupil	
0- 6	23	51	112	186
7-13	58	58	37	153
14-20	22	31	2	55
21-27	1	9	0	10
Total	104	149	151	404

APPENDIX C-2

Percent of Interviewees in Three Groups for Four Levels of Code Unit Response

Number of Code Units Per Interview	Interviewee Classification			Total
	School Personnel	Parent	Pupil	
0- 6	22	34	74	46
7-13	56	39	25	38
14-20	21	21	1	14
21-27	1	6	0	2
Total	100	100	100	100

APPENDIX C-3

Number of Interviewees in Three Groups for Four Levels of Code Unit Response

Number of Code Units Per Interview	Interviewee Classification			Total
	School Personnel	Parent	Pupil	
0- 6	71	81	34	186
7-13	29	78	46	153
14-20	9	30	16	55
21-27	1	3	6	10
Total	110	192	102	404

APPENDIX C-4

Percent of Interviewees in Three Groups for Four Levels of Code Unit Response

Number of Code Units Per Interview	Interviewee Classification by Socioeconomic Level			Total
	Low	Middle	Upper	
0- 6	65	42	33	46
7-13	26	41	45	38
14-20	8	16	16	14
21-27	1	1	6	2
Total	100	100	100	100

APPENDIX C-5

Analysis of Interview Protocol by Interviewer Variable

Interviewer	Average Number of Value Statements Per Interview	Instrument
1	11.6	Incident-Question
10	11.5	Incident-Question
8	10.6	Incident-Question
4	10.5	Incident-Question
2	10.2	Incident-Question
5	10.0	Incident-Question
9	9.9	Incident-Question
7	9.6	Incident-Question
3	9.0	Incident-Question
6	8.4	Incident-Question
13	3.4	Critical Incident
11	3.0	Critical Incident
12	1.7	Critical Incident
14	.9	Critical Incident

APPENDIX D

Criteria for Identifying Value Statements

1. To be considered a value statement in this study, a statement must either denote, or connote worth and importance of objects, actions, situations, and judgments guiding behaviors.

    1.1 Principal Criteria

    1.1.1 a judgment, in positive or in negative form, about an object, state of affairs, or behavior.

    1.1.2 a judgment about an object, state of affairs, or behavior which is addressed to what ought to be, should be, is right, is good, is desirable, is important, is of great worth.

    1.1.3 a judgment about an object, state of affairs, or behavior that is regarded as important or desirable in a very general or generic sense; applicable to a broad range of situations, conditions, places, persons; non-specific
    or
    a judgment about an object, state of affairs, or behavior that is regarded as important or desirable for others as well as self
    or
    a judgment about an object, state of affairs, or behavior regarded as important or desirable that is concerned with a broad outlook on life or that has to do with some large issue.

    1.2 Ancillary Criteria

    1.2.1 a judgment about an object, state of affairs, or behavior regarded as important, that prescribes or guides behavior in a context.

    1.2.2 a strongly-held position or view, or a judgment about an object, state of affairs, or behavior considered important and relatively stable over some period of time.

APPENDIX D (Continued)

1.3 A statement will not be considered a value statement if it denotes, connotes, or implies feelings, beliefs, opinions.

- 1.3.1 an opinion or belief about what an individual person considers to be true or false.
- 1.3.2 a feeling of like or dislike or preference for something highly specific or isolated.
- 1.3.3 a want or need required from the standpoint of the individual person for personality adjustment, for immediate satisfaction.
- 1.3.4 an expression of compliance of the individual with the wishes, preferences of others.
- 1.3.5 a behavior or characteristic of the person that is associated with a temperamental trait.
- 1.3.6 a characteristic of the person associated with his mental or physical health.
- 1.3.7 a characteristic of the person associated with his self-concept.

2. Each statement that meets the stated criteria shall be identified and classified with respect to locus, referent, assertor, end-means, polarity.

2.1 Locus

- 2.1.1 home related
- 2.1.2 school related
- 2.1.3 employment related
- 2.1.4 nation related
- 2.1.5 race related
- 2.1.6 religion related
- 2.1.7 politics related
- 2.1.8 peer group related
- 2.1.9 everybody, world at large related
- 2.1.0 locus free, related to no particular place, situation, group, setting

APPENDIX D (Continued)

2.2 Referent

- 2.2.1 school personnel related
- 2.2.2 parent/family related
- 2.2.3 child related
- 2.2.4 self related
- 2.2.5 other related

2.3 Assertor

- 2.3.1 school personnel
  - 2.3.1.1 teacher
  - 2.3.1.2 supervisor
  - 2.3.1.3 curriculum or program specialist
  - 2.3.1.4 principal
  - 2.3.1.5 policy level administrator
  - 2.3.1.6 school board member
- 2.3.2 parent
- 2.3.3 child

2.4 End-Means

- 2.4.1 a desired object, state of affairs, condition, or terminal behavior
- 2.4.2 an instrumental value-oriented behavior, directed at the attainment of a desired object, state of affairs, terminal behavior or condition
- 2.4.3 an instrumental value-oriented behavior that has itself become a desired terminal behavior

2.5 Polarity

- 2.5.1 a positive statement
- 2.5.2 a negative statement

APPENDIX E

Set of 51 Categories of Values Domain Derived from Analysis of Value Statements

Value Category	Definition
1. emotional behavior	being guided more by feelings and sentiment than by reasoning and logic
2. rational behavior	being unbiased and impartial in observations, decisions, judgments and evaluations
3. intellectualism	recognizing the importance of knowledge, understanding, and cultural enlightenment
4. education	desiring education and learning for its own sake
5. experimentalism	being curious, questioning and investigating
6. pragmatism	being practical, matter-of-fact, utilitarian
7. goal-directedness	displaying purposeful, planned behavior
8. competition	enjoying rivalry and competition
9. success	desiring achievement and accomplishment
10. academic achievement	desiring good grades, scholastic awards and honors, and commendation of teachers
11. social skills	having good manners, graciousness, and behavior acceptable to one's social group
12. recognition	desiring status, importance, acknowledgment by others
13. innovation	being open-minded toward new or novel ideas and procedures
14. change	accepting and desiring deviations from existing, established policies
15. creativity	being non-stereotyped, original, inventive, or imaginative
16. variety	desiring diversity of activities and experiences
17. risk-taking	being attracted to goals and behaviors which have an element of unpredictability

APPENDIX E (Continued)

Value Category	Definition
18. aesthetics	appreciating art, music, dance, or literature
19. work	preferring work over play and diligence over indolence
20. productivity	taking pleasure in turning out high-quality products or a job well done
21. occupation-centered	dedicated to occupation, job, or profession
22. morality	behaving according to some accepted, ethical code
23. integrity	being honest, trustworthy, truthful, fair, reliable, and loyal
24. religion	having respect for and belief in some religious faith
25. authority	recognizing and conforming to rules and laws
26. conservatism	being opposed to change and disposed to preserving that which is established
27. bureaucracy	having commitment to attitudes and behaviors consonant with bureaucracies
28. conformity	being compliant and obedient
29. self-centered	being egocentric or placing self-interest above interest for others
30. pleasure	living for comfort, enjoyment and fun
31. social interaction	appreciating social activities and doing things with friends
32. individualism	recognizing the uniqueness of personal traits, attitudes, beliefs, and abilities
33. self-directing	practicing independent or autonomous decision-making and determining own course of action
34. physical development	being concerned about health and physical well-being
35. family	being primarily home and family-centered

APPENDIX E (Continued)

Value Category	Definition
36. ethnocentrism	displaying primary allegience to racial or national group
37. politics	recognizing the importance of participation in political affairs
38. social power	leading, directing or controlling others
39. group centeredness	being oriented to team rather than to individual effort
40. economics	being oriented toward production, distribution, and consumption of goods and money
41. material goods	being oriented toward accumulation of money, goods, and possessions
42. egalitarianism	having respect for others as equals
43. responsibility	being liable for one's own actions or assuming accountability
44. benevolence	doing good for others or being philanthropic
45. altruism	being unselfish and dedicated to doing things for others
46. affection	having or needing a warm and loving relationship with others
47. friends	being friendly or displaying friendship
48. discipline	being strict or needing strictness
49. sociability	being able to get along with others
50. communication	recognizing the desirability of free and democratic discussion of ideas and problems
51. consideration	having respect and understanding for others

APPENDIX F

Definitions and Sample Items for the 17 Scales of the Values Inventory

Scale	Definition and Sample Items
1. Persistence	emphasis on pursuit of an activity in spite of opposition or resistance; insistence in the repetition of a question, opinion, or activity; tenacity You should not quit a disagreeable task until it is finished. It is fine to want to know what makes something work, but if you are sensible you will not spend a lot of time trying to find out.
2. Competition	belief in rivalry, particularly in academic or athletic situations; pursuit of an award or victory over others You should try to be the winner in games and sports. If you have to beat other people to get what you want, it spoils it.
3. Success	emphasis on being successful; achieving desired ends or goals; attaining a favorable termination of a venture Other things may be more important to some people, but being successful is very important to me. I do not think success is very important.
4. Good Grades	high regard for the satisfaction obtained from getting good grades in school; importance of getting good grades Getting good grades in school gives you a great deal of satisfaction. Like a lot of people, I do not think that getting good grades is very important.
5. Manners	valuation of polite conduct toward others; displaying good manners; behaving properly in public I would like to be known as having good manners. Perhaps people should care about having good manners, but I do not care very much about that sort of thing.

APPENDIX F (Continued)

Scale	Definition and Sample Items
6. Status	emphasis on recognition by others, especially important others; being recognized as an important person; being respected It feels good when a lot of people know who you are. Being known as an important person does not matter to me.
7. Risks	emphasis on taking chances and risks; trying new things before knowing whether they will work; trying new approaches in order to achieve something better People need to take risks and learn from their own experience. It is foolish to take risks; you may fail or get hurt.
8. Work	preference for work over play; working hard on something rather than relaxing; not valuing relaxation I would rather work on an interesting project than rest or play. It is a mistake to take life too seriously; take it easy and enjoy it.
9. Honesty	opposition to dishonesty, including stealing, lying, and cheating People should never steal anything. It is not so bad to cheat or tell a lie if it will help you get out of trouble without hurting anyone else.
10. Religion	belief in the worth of religion and the church; being guided by and being true to some religious faith; bringing children up in the church I think that the church is a strong and important influence for good living. A strong belief in religion is not very important to me.

APPENDIX F (Continued)

Scale	Definition and Sample Items
11. Authority	emphasis on obeying orders and rules; forcing people to obey rules; respecting laws and authority; following instructions Rules and laws are set up for the good of everybody, and everybody should be forced to obey them. Some of our laws should be respected, others should not.
12. Family	preference for doing things with one's family; spending leisure time in family activities; stressing the importance of the family and family activities over other groups and activities I feel that I should pay much more attention to my family than to anything else. It sounds nice to say that you should put your family above everything else, but when you come right down to it there are more important things in life.
13. Leadership	emphasis on leading others and making decisions for a group; taking charge of a group To be the leader of your group, whatever the group is, is an honor well worth seeking. I prefer to let others lead and make most of the decisions when I am working with them.
14. Materialism	emphasis on owning things and having lots of money; money and material goods as a source of happiness Useful, beautiful, and expensive things, as well as the money to buy them, are very important to me. I want to be happy, but I do not need money or the things money can buy to be that way.
15. Altruism	desire to help others, especially those who are less fortunate; sharing things with or giving things to those who are in need; concern for others I have a deep concern for others, and I am willing to go out of my way to help them. I would not like to spend a lot of time helping others.

APPENDIX F (Continued)

Scale	Definition and Sample Items
16. Friends	emphasis on close and frequent contact with friends; belief that having friends and spending time with them is highly necessary for happiness A person cannot be happy without friends or sincere friendships. Friends are not the most important thing I have in life.
17. Discipline	emphasis on punishment, particularly physical punishment, as necessary for child rearing; strictness as opposed to kindness and patience All of us need and must have whippings when we are children, if we are to grow up healthy and unspoiled. When children do something wrong, instead of punishing them, parents should talk to them, reason with them, or perhaps just forgive them.

APPENDIX G-1

Distribution of Preliminary Inventory by Reference Group and School for Pretest

School	Reference Group	Preliminary Instrument Distribution				
		Distributed	Complete	Incomplete	Blank	Not Returned
A	Children	139	104	18	13	4
	Parents	139	38	2	17	82
	School Personnel	48	33	2	8	5
	Subtotal	326	175	22	38	91
B	Children	105	69	27	9	0
	Parents	105	37	9	40	19
	School Personnel	55	0	0	55	0
	Subtotal	265	106	36	104	19
C	Children	131	99	16	16	0
	Parents	131	51	6	19	55
	School Personnel	54	38	4	0	12
	Subtotal	316	188	26	35	67
D	Children	104	81	7	13	3
	Parents	104	59	12	30	3
	School Personnel	38	27	3	2	6
	Subtotal	246	167	22	45	12
E	Children	48	39	2	4	3
	Parents	48	17	5	14	12
	School Personnel	27	16	0	10	1
	Subtotal	123	72	7	28	16
F	Children	191	147	9	25	10
	Parents	191	87	1	32	71
	School Personnel	60	35	2	3	20
	Subtotal	442	269	12	60	101
G	Children	109	88	11	10	0
	Parents	109	77	9	20	3
	School Personnel	55	23	3	28	1
	Subtotal	273	188	23	58	4
H	Children	150	125	6	12	7
	Parents	150	85	2	19	44
	School Personnel	55	26	1	15	13
	Subtotal	355	236	9	46	64
	Total	2346	1401	157	414	374

APPENDIX G-2

Distribution of Preliminary Inventory by Socioeconomic Status and School for Pretest

Socio-economic Status	School	Preliminary Instrument Distribution				
		Distribution	Complete	Incomplete	Blank	Not Returned
Low						
	A	326	175	22	38	91
	B	265	106	36	104	19
	C	316	188	26	35	67
	Subtotal	907	469	84	177	177
Middle						
	D	246	167	22	45	12
	E	123	72	7	28	16
	F	442	269	12	60	101
	Subtotal	811	508	41	133	129
High						
	G	273	188	23	58	4
	H	355	236	9	46	64
	Subtotal	628	424	32	104	68
Total		2346	1401	157	414	374

APPENDIX G-3

Distribution of Preliminary Inventory by Reference Group and Socioeconomic Status for Pretest

Reference Group	Socio-economic Status	Preliminary Instrument Distribution		
		Dis-tributed	Complete	Incomplete
Children	Low	375	272	103
	Middle	343	267	76
	High	259	213	46
Subtotal		977	752	225
Parents	Low	376	126	249
	Middle	343	163	180
	High	259	162	97
Subtotal		977	451	526
School Personnel		392	198	194
Total		2,346	1,401	945

APPENDIX H-1

Item and Scale Data for 51 Original Scales

Dimension 1
Affective-Emotional
Rational-Objective

<table>
<tr><th rowspan="3">Item Number and Keying</th><th colspan="9">Percentages</th><th colspan="3" rowspan="2">Item-Scale Correlation</th><th colspan="3" rowspan="2">First Principal Component</th></tr>
<tr><th colspan="3">Question Mark</th><th colspan="3">Blank</th><th colspan="3">Agree</th></tr>
<tr><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th></tr>
<tr><td>1 P</td><td>13.7</td><td>3.3</td><td>3.3</td><td>2.8</td><td>0.9</td><td>0.6</td><td>77.1</td><td>43.3</td><td>61.4</td><td>.20</td><td>.48</td><td>.29</td><td>.40</td><td>.50</td><td>.37</td></tr>
<tr><td></td><td colspan="15">There are times when facts must be disregarded in making decisions.</td></tr>
<tr><td>2 P</td><td>19.4</td><td>3.6</td><td>6.5</td><td>3.0</td><td>0.6</td><td>2.0</td><td>79.0</td><td>70.0</td><td>72.0</td><td>.25</td><td>.35</td><td>.41</td><td>.32</td><td>.30</td><td>.54</td></tr>
<tr><td></td><td colspan="15">The feeling that you are right should play as important a role as hard, cold facts in making decisions.</td></tr>
<tr><td>3 P</td><td>18.1</td><td>3.0</td><td>1.3</td><td>2.5</td><td>1.2</td><td>0.6</td><td>64.5</td><td>23.4</td><td>7.2</td><td>.35</td><td>.32</td><td>.09</td><td>.39</td><td>.53</td><td>.09</td></tr>
<tr><td></td><td colspan="15">Being a good parent is something that comes naturally rather than being learned.</td></tr>
<tr><td>4 P</td><td>12.8</td><td>3.6</td><td>4.6</td><td>2.8</td><td>2.7</td><td>3.3</td><td>79.0</td><td>65.3</td><td>62.1</td><td>.15</td><td>.27</td><td>.33</td><td>.28</td><td>.22</td><td>.34</td></tr>
<tr><td></td><td colspan="15">There are lots of times when everything you know tells you to do one thing, but you do the opposite because you have the feeling you should.</td></tr>
<tr><td>5 P</td><td>12.8</td><td>2.4</td><td>3.3</td><td>2.5</td><td>3.6</td><td>0.0</td><td>70.0</td><td>27.6</td><td>27.4</td><td>.36</td><td>.39</td><td>.28</td><td>.28</td><td>.48</td><td>.43</td></tr>
<tr><td></td><td colspan="15">When you have to decide what to do, you should let your guesses play as important a part as the information you have.</td></tr>
<tr><td>6 P</td><td>13.3</td><td>1.2</td><td>0.6</td><td>1.6</td><td>0.3</td><td>0.6</td><td>47.6</td><td>6.2</td><td>0.6</td><td>.33</td><td>.27</td><td>.14</td><td>.31</td><td>.39</td><td>.04</td></tr>
<tr><td></td><td colspan="15">It is more important when voting for a candidate to depend on your feelings, rather than trying to examine and study what the candidate has done.</td></tr>
<tr><td>7 P</td><td>14.6</td><td>3.3</td><td>2.6</td><td>1.6</td><td>1.5</td><td>0.6</td><td>65.7</td><td>24.0</td><td>13.7</td><td>.35</td><td>.39</td><td>.21</td><td>.40</td><td>.63</td><td>.31</td></tr>
<tr><td></td><td colspan="15">To try to understand ourselves is useless; the most we can really know is how we feel about ourselves.</td></tr>
<tr><td>8 P</td><td>16.0</td><td>8.0</td><td>9.1</td><td>1.8</td><td>2.1</td><td>0.0</td><td>79.0</td><td>48.4</td><td>33.3</td><td>.24</td><td>.41</td><td>.39</td><td>.39</td><td>.59</td><td>.57</td></tr>
<tr><td></td><td colspan="15">The use of reason, while important, is very limited; the final judgment of truth should come from how you feel.</td></tr>
<tr><td>9 P</td><td>12.6</td><td>1.8</td><td>3.3</td><td>43.0</td><td>78.9</td><td>75.8</td><td>55.8</td><td>20.5</td><td>23.5</td><td>.38</td><td>.46</td><td>.43</td><td>.36</td><td>.42</td><td>.39</td></tr>
<tr><td></td><td colspan="15">When I am not sure what to do, I would rather trust my feelings without bothering with a lot of facts.</td></tr>
<tr><td>10 P</td><td>13.8</td><td>4.2</td><td>4.6</td><td>3.0</td><td>1.8</td><td>1.3</td><td>72.8</td><td>52.5</td><td>64.7</td><td>.31</td><td>.31</td><td>.44</td><td>.45</td><td>.03</td><td>.48</td></tr>
<tr><td></td><td colspan="15">Careful reasoning is a poor guide to action if it leaves out how we feel.</td></tr>
<tr><td>11 P</td><td>17.8</td><td>5.3</td><td>6.5</td><td>3.9</td><td>0.6</td><td>3.3</td><td>62.0</td><td>32.0</td><td>28.1</td><td>.34</td><td>.44</td><td>.38</td><td>.39</td><td>.48</td><td>.54</td></tr>
<tr><td></td><td colspan="15">Trust your heart, not your head, if you have to choose between them.</td></tr>
</table>

Appendix H-1 (Continued)

Dimension 1 continued

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component			
	Question Mark			Blank			Agree									
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	
12 P	13.5	1.2	0.0	2.5	0.3	0.0	52.0	16.6	5.9	.36	.41	.12	.35	.63	.04	In finding an answer to something, it is better not to think about a lot of different possibilities.
13 P	14.0	5.6	10.5	4.4	2.7	2.6	70.7	46.6	55.6	.19	.45	.21	.22	.36	.32	A person's feelings are more important than an expert's ideas in deciding what the correct answer to something is.
14 N	4.8	3.3	10.5	1.4	0.9	2.0	72.8	78.9	55.0	.07	.28	.55	.36	.20	-.34	I think each person should use reasoning and not his feelings in making choices.
15 N	3.4	0.6	0.6	0.9	0.3	0.0	90.4	96.4	94.8	.11	.11	.11	.24	-.04	.17	It is generally better to think about something carefully, than to make quick decisions.
16 N	2.8	1.2	2.0	0.5	0.3	0.0	87.2	93.5	94.8	.18	.10	.09	.15	.12	.08	You should not accept what you see or hear until you have gotten the facts.
17 N	2.5	0.3	0.0	0.2	0.0	0.0	93.1	98.5	99.4	.18	.08	.13	.10	.12	-.02	It is a good idea to think, reason, and discuss things before acting.
18 N	2.1	0.6	0.6	2.1	1.5	0.6	73.9	64.7	28.8	.06	.15	.32	.30	.32	-.02	A person should not let his personal feelings influence his decisions.
19 N	10.3	1.5	0.0	1.14	0.3	0.0	55.8	34.4	17.6	.11	.03	.04	.22	.36	.22	I have my own views on politics and religion and I doubt that studying or reading will change them.
20 N	3.9	0.9	2.0	0.9	0.3	0.0	78.0	86.6	86.3	.14	.24	.14	.20	-.18	.15	I enjoy problems that require me to think and reason.
21 N	5.5	3.3	5.2	1.1	0.9	1.3	82.6	68.2	32.9	.22	.19	.29	.30	.11	.04	I am usually on the lookout for mistakes in reasoning.
22 N	2.8	0.0	0.0	0.5	0.3	0.0	92.0	95.6	94.8	.16	.13	.16	.24	.06	.18	Before I would do something important like buying a new house or car, I would spend a lot of time finding out everything I could about it.
23 N	11.2	1.2	0.6	0.9	0.6	0.0	89.5	94.4	90.2	.17	.19	.16	.23	-.16	.01	It is necessary that children learn to see every side of an issue and to find answers through logic and reason.
24 N	15.6	6.5	14.4	2.8	1.5	0.6	78.7	58.2	39.9	.06	.06	.19	.37	.44	.18	A person should constantly guard against his own personal likes and dislikes.

Appendix H-1 (Continued)

Dimension 1 continued

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
25 N	9.8	9.0	10.5	0.5	1.5	1.3	79.6	68.2	43.8	.19	.31	.34	.30	.06	-.14
	Education should envolve a constant effort to get children to use their heads rather than their feelings.														
691 P (18R)	1.6	0.9	0.6	1.6	1.5	1.3	54.9	46.0	55.6	.36	.36	.42			
	A person should let his personal feelings influence his decisions.														

Alpha = C .22 P .51 T .46
Pct. Trace, Prin. Comp. 1=
9.9 13.3 9.0

Appendix H-1 (Continued)

Dimension 2
Wisdom-Intellectual

Item Number and Keying	Percentages: Question Mark			Percentages: Blank			Percentages: Agree			Item-Scale Correlation			First Principal Component		
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
26 N	3.4	0.6	0.6	1.6	0.9	1.3	18.5	6.2	2.0	.28	.19	.12	.23	.28	-.09
	The less you know about the world, the better off you will be.														
27 P	7.1	2.7	3.9	1.1	0.6	1.3	55.8	46.6	24.8	.48	.42	.51	.64	.44	.61
	People should be judged by their wisdom and knowledge.														
28 P	6.4	1.8	5.9	0.0	0.0	2.0	93.8	97.6	93.5	.32	.20	.25	.35	.33	.34
	It is very important that children learn to respect knowledge.														
29 P	12.6	5.6	7.8	1.1	0.6	0.6	75.7	70.6	46.9	.46	.49	.64	.63	.62	.70
	The only way to solve the many social problems that face us is through the use of intelligence.														
30 N	1.1	1.8	2.6	0.2	0.6	0.0	8.8	13.1	34.0	.31	.24	.39	-.10	-.21	-.26
	Going to school for years just to learn more and more facts is a waste of time.														
31 N	8.0	5.0	5.9	1.6	1.8	0.6	63.6	27.3	16.3	.14	.16	.18	.48	.49	.14
	It is not so important that people understand what they do; the important things is that they act right.														
32 P										.43	.43	.30	.38	.29	.09
	Most of the people I like to be with are smart.														
33 P	4.8	1.9	3.3	1.1	0.9	0.6	47.0	35.0	34.6	.28	.34	.50	.16	.43	.55
	It is important to be well educated.														
34 P	8.0	2.1	5.9	0.5	0.0	0.6	75.5	73.0	70.0	.49	.50	.48	.61	.46	.46
	If people are going to be happy in today's world, they should have lots of knowledge about things.														
35 N	8.2	2.7	3.3	1.4	0.3	0.6	55.9	61.4	67.3	.38	.51	.47	-.20	-.42	-.53
	Being intelligent is not very important for being happy.														

Alpha = C .23 P .25 T .41
Pct. Trace, Prin. Comp. 1=
18.0 17.1 18.9

Appendix H-1 (Continued)

Dimension 3

Education

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
36 P	2.5	1.2	1.3	0.5	0.0	0.0	92.0	97.0	96.7	.35	.12	.03	.52	.30	-.04
	It makes me feel good to go to sleep and know that I have learned something new.														
37 N	0.5	0.3	5.2	0.2	0.3	0.6	16.9	3.3	5.2	.42	.25	.31	-.52	.35	.38
	Schools should spend more time letting children play rather than trying to get them to learn.														
38 N	6.4	1.5	3.3	1.1	0.6	0.6	49.9	21.1	15.0	.42	.40	.45	-.22	.19	.58
	Education provides few answers to the problems of the world.														
39 P	1.6	0.0	1.3	0.9	0.6	0.6	94.7	99.1	98.7	.36	.14	.13	.56	-.02	.47
	Children should appreciate the value of learning.														
40 N	2.1	4.8	8.5	0.2	2.1	0.0	40.5	51.6	55.6	.44	.40	.48	-.34	.50	.26
	You do not learn the most important things in school.														
41 P	0.7	0.3	2.6	0.0	0.3	0.0	96.3	95.6	86.9	.18	.33	.32	.22	-.49	.44
	All children should get at least a high school education.														
42 P	6.4	1.8	0.6	0.5	0.0	0.0	76.9	89.0	98.7	.33	.37	.00	.28	.06	-.09
	In one way or another, I hope to continue my own education as long as I live.														
43 N	9.8	1.8	3.9	1.1	1.5	0.0	56.1	49.0	58.8	.41	.52	.48	-.24	.69	.58
	Schools do not place enough importance on teaching useful skills for some immediate or later purpose.														
44 P	1.6	1.5	3.3	0.2	0.6	0.6	91.8	82.2	77.8	.33	.48	.41	.43	-.24	.22
	It is well worth studying long hours in order to become a well-educated person.														
45 P	28.4	2.7	2.0	2.8	2.4	0.0	82.4	89.6	90.2	.26	.16	.30	.14	.30	-.23
	Education as preparation for a later job has definite value, but knowledge for its own sake is of equal value.														
46 P	2.1	1.8	7.2	0.0	0.6	0.0	88.8	83.4	74.5	.28	.36	.39	.34	-.21	.38
	Everyone should learn to read well and to express his thoughts in writing.														
47 N	3.7	1.2	0.6	0.2	0.3	0.0	20.4	3.3	2.6	.39	.19	.04	-.22	.19	-.18
	A person is foolish to go to school if he can get a job and make money.														
48 N	1.6	0.0	0.0	0.0	1.2	1.3	24.5	4.8	0.6	.45	.24	.04	-.48	-.10	.00
	The only reason to go to school is because you have to.														

Alpha = C .42 P .28 T .19

Pct. Trace, Prin. Comp. 1=
14.0 11.2 12.2

Appendix H-1 (Continued)
Dimension 4
Inquiring, Curious, Experimental

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component			
	Question Mark			Blank			Agree									
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	
49 N	10.3	3.3	2.6	0.2	0.9	0.6	43.5	24.3	19.0	.37	.48	.39	-.09	-.46	.33	It is fine to want to know what makes something work, but if you are sensible you will not spend a lot of time trying to find out.
50 P	3.9	0.9	2.6	0.5	0.0	1.3	88.1	95.0	87.6	.36	.29	.40	.51	.38	-.32	People may not like it, but you should keep asking questions until you understand what is being said.
51 N	3.4	1.2	5.9	0.2	0.3	0.6	29.3	24.3	32.7	.48	.55	.56	-.46	-.63	.71	I would rather have someone tell me the answer to something than take an hour or more trying to figure it out.
52 P	2.8	0.6	2.0	0.5	2.4	1.3	92.7	95.2	95.4	.39	.14	.04	.53	.12	.11	Children should be encouraged to ask questions; that is how they learn best.
53 P	2.8	0.0	0.0	0.5	0.3	0.0	92.0	99.4	100.0	.26	.18	.00	.27	.24	.00	I admire people who are eager to learn and who try to understand what makes things work.
54 P	2.8	0.9	1.3	0.2	0.6	0.6	76.7	73.0	62.1	.44	.43	.55	.56	.41	-.55	When I see something I do not understand, I spend a lot of time trying to find out more about it.
55 P	7.8	1.5	2.6	0.7	0.3	1.3	87.4	96.7	92.8	.41	.22	.25	.54	.27	-.06	When in doubt, ask a lot of questions.
56 N	7.6	2.1	0.0	1.1	0.6	0.0	39.1	11.3	1.3	.29	.22	.10	.06	-.08	.10	Trying things out before you make up your mind is a sign of weakness.
57 P	7.1	0.0	0.6	0.7	0.6	0.0	89.0	96.4	98.0	.35	.18	.13	.38	.21	-.05	The best way of learning is to actively explore and inquire into things.
58 P	7.6	1.5	2.6	0.9	1.2	0.0	76.2	83.7	78.4	.31	.37	.53	.24	.31	-.62	You should try different ways of solving a problem, rather than taking the first solution that seems to work.
59 P	15.8	12.5	16.3	2.5	3.0	2.6	76.9	60.2	66.7	.31	.44	.35	.28	.33	-.11	Truth changes, and we should always question it.
60 N	3.2	5.3	3.3	0.5	0.6	2.0	57.7	49.3	48.4	.42	.57	.58	-.30	-.60	.63	Trying to find answers to difficult questions is fine for some people, but I would rather get answers quickly so I can get something done.

Alpha = C .38 P .40 T .45
Pct. Trace, Prin. Comp. 1=
15.1 14.0 15.4

Appendix H-1 (Continued)

Dimension 5
Practical-Pragmatic

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
61 P	16.0	1.5	3.9	1.6	0.6	1.3	61.3	86.0	82.4	.43	.30	.44	.42	.23	.44
	You must be practical to get along in life.														
62 P	11.4	3.9	9.2	2.1	1.8	3.3	69.6	62.3	56.2	.35	.49	.56	.50	.56	.63
	It is better to be practical than to try to make life the way you might think it should be.														
63 P	3.7	3.9	9.8	0.7	0.6	2.6	84.2	69.7	46.4	.27	.50	.45	.28	.56	.51
	The most important thing to learn is how to do useful things.														
64 P	3.9	2.3	0.6	0.7	0.0	0.6	44.4	21.1	15.0	.32	.38	.35	.23	.35	.21
	School is a waste of time if it does not get you ready for a good job.														
65 P	13.3	5.6	8.5	1.6	0.0	1.3	77.1	76.6	64.7	.28	.50	.49	.29	.64	.66
	Children should learn what it takes to get along in life, not a lot of complex ideas and thoughts.														
66 N	19.7	3.9	5.2	4.8	3.2	0.0	40.7	10.7	8.5	.15	.22	.18	.44	-.04	-.10
	I wish there were less interest in practical things.														
67 P	2.1	1.8	2.0	0.7	0.0	0.6	93.8	97.6	96.1	.21	.18	.25	.28	.16	.16
	I like people who are practical and know how to get things done.														
68 N	7.3	1.5	2.6	1.1	1.2	0.6	81.7	76.0	81.0	.14	.24	.36	.42	-.03	-.21
	I get very interested in a lot of things which I can not do much about right now.														
69 P	3.7	4.2	9.8	0.2	0.9	1.3	79.6	62.3	43.8	.37	.47	.47	.39	.59	.46
	The most important thing that science can do is produce useful things.														
70 P	8.7	6.5	9.2	0.5	0.9	0.6	44.2	23.7	14.4	.36	.41	.26	.42	.38	.19
	Science should spend more time trying to solve real problems and less time trying to find the causes of things.														
71 P	31.1	7.1	4.6	6.6	2.1	0.6	63.6	63.2	73.9	.34	.46	.52	.39	.47	.63
	Theories are fine in the universities, but the real world must devote its time to what works.														
72 N	26.5	3.9	5.2	4.6	2.4	1.3	59.3	44.8	26.8	.22	.34	.32	.30	.00	.00
	People are often too practical.														
73 P	8.7	4.2	11.8	0.9	1.2	0.6	83.5	81.0	66.0	.15	-.25	-.10	.20	.67	.59
	Imagination is all right in its place, but what counts is taking care of daily needs.														

Alpha = C .02 P .35 T .42
Pct. Trace, Prin. Comp. 1=
13.2 18.5 18.6

Appendix H-1 (Continued)

Dimension 6
Goal-Directed

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
74 P	2.8	1.8	2.6	0.2	0.3	0.6	87.9	93.2	86.9	.34	.37	.48	.02	-.42	.28
	People should know what they want and how to get it.														
75 P	5.5	1.2	3.9	2.1	0.3	2.0	83.1	88.1	76.5	.26	.39	.41	.14	-.30	.52
	Many people fail because they are not sure what they want.														
76 P	8.7	2.4	3.3	0.7	0.9	0.6	82.4	86.0	70.6	.25	.36	.41	.20	-.32	.52
	Too many people just drift along with no sense of direction or purpose.														
77 P	11.0	1.8	1.3	2.1	1.5	0.6	72.8	86.9	83.7	.38	.40	.31	-.06	-.57	.38
	A person who sets his own goals and works at them gets more out of life than people who take things as they come.														
78 N	10.1	2.4	2.6	2.1	0.3	0.0	38.4	45.1	21.0	.26	.32	.24	.40	.25	.30
	People who work hard on reaching a goal often miss a lot in life.														
79 N	10.1	2.4	4.6	2.3	0.6	2.6	72.3	49.6	30.7	.29	.46	.42	.48	.54	-.10
	Do not plan too much; things you do not expect often turn out better than things you have planned.														
80 P	3.4	0.3	2.0	0.0	0.0	0.6	78.7	92.6	95.4	.37	.30	.14	.00	-.18	.44
	Children should learn to plan what they want to do.														
81 N	17.4	4.2	6.5	0.9	0.3	0.0	54.0	34.7	27.4	.31	.40	.19	.54	.44	.27
	I think people get more out of life when they enjoy the present rather than working towards future goals.														
82 N	6.6	4.2	3.9	1.6	0.6	1.3	73.0	32.3	17.0	.32	.49	.16	.59	.67	.23
	Life should be lived as it comes up, not by planning what you want to happen.														
83 P	15.1	10.1	9.2	2.1	1.8	0.6	45.5	57.9	40.5	.28	.40	.42	.28	-.15	.59
	Too much of life is based upon poorly made plans.														
84 P	6.0	0.9	0.6	0.5	0.6	0.0	42.3	18.1	18.3	.17	.05	.05	.36	.39	-.20
	If I were going to go on a vacation, I would prefer to just go rather than plan out which places I wanted to see, how much it would cost, and the amount of time I could spend at each place.														
85 P	14.6	4.4	3.3	1.4	1.2	0.0	55.4	77.4	70.6	.41	.35	.43	-.12	-.30	.45
	People who have a clear sense of direction and purpose in their own lives set examples that we would all do well to copy.														
86 N	1.4	0.0	0.0	0.5	0.9	0.6	23.1	5.0	0.6	.32	.26	.15	.43	.29	.00
	It is a waste of time to plan things ahead of time.														
87 P	8.0	3.6	7.2	0.5	0.6	0.6	72.5	54.3	53.6	.10	-.00	.23	.57	.50	.18
	Taking life as it comes is more enjoyable than pushing yourself to get someplace.														

Appendix H-1 (Continued)
Dimension 7
Persistence

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
88 N	2.5	1.5	4.6	0.2	0.0	0.0	41.6	20.5	11.1	.46	.43	.19	.42	.42	-.05
	I do not think you should stay up late in order to get a job done.														
89 P	3.2	2.7	6.5	0.2	2.7	1.3	89.9	84.0	64.0	.29	.36	.55	-.28	-.26	-.45
	You should not quit a difficult task until it is finished.														
90 P	6.0	0.6	0.6	0.7	0.6	0.0	91.3	98.2	96.1	.29	-.01	.14	-.27	.26	-.09
	I respect a person who does not lose hope and is sure things will work out all right if he sticks to them and gives them his attention.														
91 P	1.8	0.9	2.6	0.0	0.6	0.0	87.0	87.5	71.9	.24	.24	.36	-.10	.05	-.13
	I believe that a person can get almost anything he wants, if he tries hard enouhh.														
92 P	3.9	2.1	3.3	0.5	0.9	0.6	86.3	84.6	77.8	.31	.28	.27	-.24	-.47	.15
	Children should learn as early as possible the importance of working long and hard to obtain what they want.														
93 P	12.1	0.9	1.3	2.3	1.5	0.0	82.2	95.0	96.7	.41	.14	.07	-.40	-.08	.14
	There is nothing quite so satisfying as reaching a goal we have set ourselves, especially if it is a difficult one.														
94 N	6.4	3.9	6.5	1.1	1.5	1.3	60.9	51.9	37.9	.43	.59	.45	.38	.61	.31
	Children should not be placed in situations where they must work a long time to get what they want.														
95 N	4.1	1.2	4.6	1.1	1.2	2.6	55.2	40.6	47.7	.51	.58	.57	.57	.67	.69
	I usually stop working on a job or problem when it seems I am not getting anywhere with it.														
96 N	2.8	3.0	0.6	0.2	0.9	0.0	48.7	25.8	26.8	.55	.56	.50	.62	.65	.70
	Generally, if I am having trouble with something I would rather give up on it and move on to something else.														
97 N	3.0	0.6	1.3	0.0	0.9	0.6	42.8	22.0	20.9	.56	.53	.43	.63	.56	.62
	I would rather not work on a problem that I know will take a long time to solve.														

Alpha = C .48 P .45 T .35
Pct. Trace, Prin. Comp. 1=
18.2 18.7 17.4

Appendix H-1 (Continued)
Dimension 8
Competition

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
98 P	4.8	2.1	6.5	0.2	0.3	2.0	75.5	71.2	43.8	.36	.56	.60	.25	.63	.60
	Competing against others is a great deal of fun.														
99 N	11.0	1.2	3.3	2.1	0.6	1.3	24.7	7.1	3.3	.23	.30	.30	.18	-.37	-.39
	Competition is unhealthy for children.														
100 P	4.1	3.9	6.5	1.1	0.9	0.0	68.0	66.5	28.1	.37	.51	.37	.25	.55	.37
	Students learn faster when they compete with each other.														
101 P	2.3	0.9	2.0	0.2	0.0	0.0	82.4	83.1	64.7	.45	.47	.42	.48	.52	.34
	You should try to be the winner in games and sports.														
102 N	0.2	0.0	0.0	0.7	0.9	0.7	60.2	43.3	49.0	.33	.35	.42	-.25	-.26	-.36
	I am not interested in trying to do things better than most people.														
103 P	16.2	4.2	8.5	2.8	1.2	0.0	77.4	86.6	81.0	.22	.41	.38	-.04	.53	.45
	In general, it is healthy for children to learn to compete with each other.														
104 N	2.1	0.6	0.6	0.5	0.0	0.6	17.6	8.3	6.5	.17	.22	.12	.18	-.26	-.02
	I do not like to play games where someone has to lose.														
105 P	3.2	1.5	0.6	0.5	0.6	2.0	28.8	16.0	7.8	.37	.29	.28	.48	.15	.28
	I like to argue with people and prove them wrong.														
106 P	2.8	1.8	2.6	0.2	1.2	0.6	62.7	37.7	20.3	.54	.53	.49	.69	.46	.54
	I like to choose an activity and beat someone at it.														
107 P	1.4	0.6	0.6	0.0	0.3	0.0	59.5	40.6	36.6	.34	.43	.47	.50	.37	.47
	I usually feel bad when I lose at some game or activity.														
108 N'	3.2	0.6	2.6	0.5	0.3	0.0	44.4	16.6	17.0	.38	.40	.39	-.14	-.46	-.44
	It is wrong to try to beat others at things like getting good grades in school.														
109 P	1.1	0.6	1.3	0.7	2.1	1.3	68.7	42.4	24.2	.46	.42	.47	.64	.31	.47
	Playing games is fun, but the greatest fun is winning.														
110 N	11.0	3.3	2.0	1.4	1.2	1.3	41.7	19.0	26.1	.27	.36	.39	.18	-.43	-.34
	If you have to compete with other people to get what you want it spoils it.														
111 P	4.6	1.8	7.8	0.2	0.3	0.6	44.4	62.3	54.2	.38	.33	.47	.49	.16	.47
	It is great fun to argue about ideas especially if yours turn out to be the best.														
680 P	0.0	0.0	0.0	0.0	0.0	0.0	64.5	73.6	56.9	.44	.49	.52			
(102R)	I am interested in trying to do things better than most people.														

Alpha = C .45 P .60 T .61
Pct. Trace, Prin. Comp. 1=
15.3 17.3 17.3

Appendix H-1 (Continued)

Dimension 9

Success

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
112 P	4.4	4.4	5.9	0.9	0.9	0.6	74.6	58.5	59.5	.54	.57	.60	-.57	-.57	-.54
	Other things may be more important to some people, but being successful is very important to me.														
113 N	0.5	0.3	0.0	0.5	2.1	0.0	20.1	15.7	6.5	.47	.46	.41	.48	.48	.47
	I do not think success is very important.														
114 N	16.7	7.1	9.8	2.5	2.4	2.0	57.2	37.1	30.1	.38	.45	.40	.30	.36	.23
	If you are smart, you will realize that the advantages of being successful have been given too much importance.														
115 N	4.6	7.4	7.8	1.1	1.5	3.9	49.0	38.0	32.7	.57	.61	.60	.56	.65	.54
	I am not interested in being successful; there are more important things in life.														
116 P	5.0	3.6	3.3	0.9	1.5	0.6	85.4	91.7	94.8	.44	.44	.50	-.52	-.53	-.71
	I want to be a success.														
117 P	2.5	0.9	0.6	0.2	0.6	2.0	91.8	96.1	93.5	.36	.23	.28	-.40	-.26	-.35
	It is good to want to be a great success at something.														
118 P	3.2	0.6	0.6	0.5	0.6	0.6	88.8	93.2	89.5	.27	.25	.17	-.26	-.24	.00
	I try very hard to avoid failure.														
119 N	3.2	5.0	7.2	0.9	1.2	0.0	84.2	84.6	81.0	.31	.32	.28	.22	.27	.07
	I do not care if people are successful, as long as they are happy.														
120 P	3.4	2.7	0.0	0.0	1.2	0.0	39.4	19.0	5.2	.23	.27	.15	-.01	-.16	.05
	Getting to the top in my work is the most important thing in life.														
121 N	4.6	2.7	4.6	0.2	0.9	0.6	31.8	22.3	14.4	.58	.55	.48	.65	.62	.61
	I do not much care about being a success in the world.														
122 N	16.7	3.3	3.9	2.8	1.8	0.0	35.9	19.0	7.2	.50	.34	.41	.48	.30	.55
	I think success is unsatisfying and only makes one hunger for more.														
123 P	0.0	0.0	0.0	0.0	0.3	0.0	92.2	94.1	89.5	.36	.20	.43	-.43	-.17	-.38
	It is important to feel that you are getting ahead a little each day.														
663 N	0.5	0.0	0.0	0.9	0.9	0.6	25.9	15.1	13.7	.56	.51	.49			
(113)	I do not think success is very important.														
664 P	0.0	0.0	0.0	0.0	0.6	1.3	95.2	95.2	90.2	.28	.16	.21			
(123)	It is important to feel that you are getting ahead a little each day.														
664 P											.16				
(123)	It is important to feel that you are getting ahead a little each day.														

Alpha = C .57 P .54 T .51

Pct. Trace, Prin. Comp. 1=
19.6 17.6 19.3

Appendix H-1 (Continued)

Dimension 10
Academic Achievement

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
124 P	1.4	0.6	2.6	0.9	0.9	1.3	96.3	95.6	93.5	.29	.34	.28	.51	.40	.28
	If you have the ability, you should work hard on your studies so that you will do well in school														
125 N	5.0	3.6	9.2	0.7	1.8	2.0	41.9	18.7	24.2	.44	.29	.31	-.25	-.12	-.16
	Students should not be required to spend more than an hour a day studying.														
126 P	3.9	1.2	3.3	0.9	0.3	0.0	76.0	84.9	64.0	.39	.32	.34	.40	.18	.14
	You should not allow your recreation to get in the way of doing your school work.														
127 P	1.6	0.3	0.0	0.2	0.3	0.7	93.4	97.6	94.8	.33	.37	.36	.54	.47	.48
	Getting good grades in school gives you a great deal of satisfaction.														
128 P	1.8	1.2	5.9	0.0	0.3	0.0	95.2	92.6	74.5	.38	.53	.51	.62	.65	.57
	Regardless of the subject, you should constantly try to get good grades in school.														
129 N	6.9	3.0	2.0	0.9	0.9	0.6	55.2	51.9	77.8	.39	.56	.47	-.08	-.50	-.53
	Too much importance is placed on getting good grades.														
130 P	1.6	3.9	7.2	0.0	0.3	0.6	86.3	77.5	54.3	.35	.54	.53	.49	.60	.59
	It is very important for a student to get a good report card.														
131 P	3.7	0.6	2.6	0.7	0.3	1.3	89.9	88.7	76.5	.25	.40	.41	.32	.43	.40
	Doing well in school is one of the best ways to gain a feeling of respect for yourself.														
132 N	1.1	1.5	3.3	0.5	0.3	0.0	14.4	13.1	36.6	.48	.53	.50	-.54	-.57	-.60
	Like a lot of people, I do not think that getting good grades is very important.														
133 P	2.8	1.2	3.9	0.5	1.5	2.0	56.8	70.6	55.6	.39	.43	.36	.17	.35	.20
	If necessary in preparing for a test, a student should cancel all his other activities.														
134 N	7.1	1.5	3.3	0.2	0.3	0.6	34.8	13.1	19.0	.38	.38	.45	-.12	-.36	-.46
	If you dislike a class, you should not worry about getting a bad grade in it.														
135 N	2.5	3.0	6.5	0.2	0.9	0.6	17.8	10.4	17.0	.42	.35	.28	-.30	-.35	-.19
	Children who study a lot are missing out on a great deal.														

Alpha = C .42 P .55 T .52
Pct. Trace, Prin. Comp. 1=
16.2 19.6 17.6

Appendix H-1 (Continued)
Dimension 11
Manners, Politeness

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
136 N	0.2	0.0	0.0	0.5	0.3	0.0	11.4	1.2	1.3	.46	.11	.11	.51	-.10	-.17
I do not care very much whether children behave themselves in restaurants or other public places.															
137 N	10.1	3.9	3.3	2.1	0.9	3.3	43.7	50.7	50.3	.49	.47	.60	.43	-.31	-.53
I have more important things to think about than whether or not people think I am polite.															
138 P	1.6	1.2	0.6	0.5	0.3	0.6	86.7	92.6	92.2	.33	.37	.46	-.32	.39	.53
I do not like to be with people who have bad manners.															
139 P	4.8	2.4	2.0	0.5	0.3	2.0	89.5	76.6	59.5	.33	.44	.46	-.33	.32	.31
It is very important that a person watch carefully what kind of impression he makes on others.															
140 P	14.7	1.2	2.6	1.8	1.5	0.0	84.7	94.1	93.5	.32	.26	.33	-.21	.28	.33
Good manners appear to be going out of style, but they still make a big difference in the way a person can expect to be treated by others.															
141 N	1.8	1.5	0.6	0.0	0.6	0.6	17.2	10.1	7.2	.49	.55	.37	.53	-.65	-.47
I do not care if people think my manners are not very good.															
142 P	1.6	1.2	0.6	0.5	0.3	2.6	95.2	95.2	90.8	.47	.51	.58	.57	.65	.69
I would like to be known as having good manners.															
143 P	1.8	1.2	4.6	0.5	0.6	0.6	96.1	97.9	94.8	.22	.23	.25	-.26	.26	.24
I like people who behave properly in public.															
144 P	5.5	1.2	3.3	0.2	0.6	0.0	64.3	67.7	69.3	.24	.51	.45	-.04	.42	.34
I would like as my close friend a person who was gracious and charming.															
145 N	2.8	1.2	0.6	0.2	0.3	0.6	17.8	11.0	8.5	.48	.27	.38	.44	-.16	-.44
It is not very important to me to know how to behave properly when out in public.															
146 N	1.6	0.6	0.0	0.0	0.6	0.0	24.9	6.8	2.6	.56	.57	.35	.60	-.68	-.46
Perhaps people should care about having good manners, but I do not care very much about that sort of thing.															
147 P	0.9	2.1	5.2	0.2	0.9	2.0	90.6	89.6	78.4	.44	.49	.55	-.54	.51	.49
Children should be very careful not to show bad manners in the school lunchroom.															
148 N	7.8	1.8	1.3	1.4	0.6	0.6	33.0	7.4	2.0	.47	.47	.23	.45	-.51	-.20
It is a good thing that a lot of people are becoming less concerned about unimportant things like manners and "politeness."															
665 N	0.0	0.0	0.0	0,0	1.2	0.6	17.8	2.4	3.3	.54	.40	.21			
I do not care very much whether children behave themselves in restaurants or other public places.															

Alpha = C .57 P .57 T .57
Pct. Trace, Prin. Comp. 1=
18.6 19.6 18.2

Appendix H-1 (Continued)
Dimension 12
Recognition, Status

<table>
<tr><th rowspan="3">Item Number and Keying</th><th colspan="9">Percentages</th><th colspan="3" rowspan="2">Item-Scale Correlation</th><th colspan="3" rowspan="2">First Principal Component</th></tr>
<tr><th colspan="3">Question Mark</th><th colspan="3">Blank</th><th colspan="3">Agree</th></tr>
<tr><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th></tr>
<tr><td>149 P</td><td>1.6</td><td>1.8</td><td>2.6</td><td>0.2</td><td>0.0</td><td>0.0</td><td>89.5</td><td>78.9</td><td>72.6</td><td>.32</td><td>.48</td><td>.52</td><td>.34</td><td>.58</td><td>.61</td></tr>
<tr><td></td><td colspan="15">It feels good when a lot of people know who you are.</td></tr>
<tr><td>150 P</td><td>4.6</td><td>4.5</td><td>7.2</td><td>0.5</td><td>0.6</td><td>2.0</td><td>78.0</td><td>72.7</td><td>79.7</td><td>.42</td><td>.53</td><td>.53</td><td>.43</td><td>.59</td><td>.60</td></tr>
<tr><td></td><td colspan="15">I would like to be respected by people who are important.</td></tr>
<tr><td>151 P</td><td>3.7</td><td>0.6</td><td>0.0</td><td>0.2</td><td>0.0</td><td>0.6</td><td>89.2</td><td>99.1</td><td>98.0</td><td>.31</td><td>.18</td><td>.28</td><td>.29</td><td>.28</td><td>.38</td></tr>
<tr><td></td><td colspan="15">I would like to be respected in my work.</td></tr>
<tr><td>152 N</td><td>9.6</td><td>2.4</td><td>5.2</td><td>0.5</td><td>1.5</td><td>1.3</td><td>65.9</td><td>43.3</td><td>45.8</td><td>.30</td><td>.37</td><td>.38</td><td>-.09</td><td>-.25</td><td>-.24</td></tr>
<tr><td></td><td colspan="15">If I were in a job lacking respect and importance, it would not bother me as long as I liked other things about the job.</td></tr>
<tr><td>153 N</td><td>0.7</td><td>0.9</td><td>2.6</td><td>0.5</td><td>0.3</td><td>0.0</td><td>57.7</td><td>68.8</td><td>74.5</td><td>.56</td><td>.52</td><td>.53</td><td>-.60</td><td>-.52</td><td>-.50</td></tr>
<tr><td></td><td colspan="15">Being known as an important person does not matter to me.</td></tr>
<tr><td>154 P</td><td>5.0</td><td>2.1</td><td>3.3</td><td>0.5</td><td>0.3</td><td>0.6</td><td>60.2</td><td>34.4</td><td>20.9</td><td>.51</td><td>.45</td><td>.39</td><td>.56</td><td>.38</td><td>.36</td></tr>
<tr><td></td><td colspan="15">I would like to be someone important, regardless of the occupation or job.</td></tr>
<tr><td>155 P</td><td>1.8</td><td>0.6</td><td>1.3</td><td>0.7</td><td>0.0</td><td>0.6</td><td>87.0</td><td>92.9</td><td>93.5</td><td>.28</td><td>.30</td><td>.37</td><td>.22</td><td>.40</td><td>.53</td></tr>
<tr><td></td><td colspan="15">It makes me feel good when my friends look up to me.</td></tr>
<tr><td>156 N</td><td>7.6</td><td>6.2</td><td>12.4</td><td>0.9</td><td>3.3</td><td>0.6</td><td>24.0</td><td>41.8</td><td>47.1</td><td>.32</td><td>.42</td><td>.38</td><td>-.16</td><td>-.30</td><td>-.19</td></tr>
<tr><td></td><td colspan="15">I would rather have money than be a person of high rank and importance.</td></tr>
<tr><td>157 N</td><td>2.5</td><td>1.5</td><td>1.3</td><td>0.5</td><td>1.2</td><td>0.6</td><td>44.8</td><td>56.7</td><td>60.1</td><td>.60</td><td>.59</td><td>.60</td><td>-.67</td><td>-.57</td><td>-.59</td></tr>
<tr><td></td><td colspan="15">Being somebody important does not matter much to me.</td></tr>
<tr><td>158 P</td><td>2.1</td><td>2.1</td><td>1.3</td><td>0.5</td><td>1.2</td><td>1.3</td><td>75.5</td><td>49.0</td><td>34.6</td><td>.51</td><td>.56</td><td>.52</td><td>.62</td><td>.57</td><td>.53</td></tr>
<tr><td></td><td colspan="15">It would be wonderful to be known all over the world.</td></tr>
<tr><td>159 N</td><td>8.5</td><td>1.8</td><td>0.0</td><td>0.7</td><td>0.6</td><td>1.3</td><td>77.6</td><td>84.6</td><td>84.3</td><td>.30</td><td>.35</td><td>.31</td><td>-.20</td><td>.32</td><td>-.24</td></tr>
<tr><td></td><td colspan="15">Being known and respected for your ability may be important, but a lot of other things are more important to me.</td></tr>
</table>

Alpha = C .50 P .59 T .58
Pct. Trace, Prin. Comp. 1=
18.3 20.5 21.1

Appendix H-1 (Continued)
Dimension 13
Pioneering-Innovative

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
160 P	1.4	0.9	0.0	0.2	0.3	0.6	92.9	97.6	96.7	.30	.20	.31	-.42	-.02	.58
	It is fun to find a new and different way to do things.														
161 P	2.5	2.4	2.6	0.7	0.9	0.0	89.0	80.7	81.0	.27	.45	.45	-.17	-.14	.51
	I like to do things I've never done before.														
162 P	5.0	3.6	11.1	0.9	0.6	3.3	82.6	71.8	47.1	.28	.34	.42	-.07	-.02	.38
	Schools should spend more time on new kinds of teaching programs.														
163 N	4.6	5.6	1.3	0.7	1.8	1.3	26.3	13.6	2.6	.48	.36	.16	.54	.64	.28
	Old ways of doing things are the best.														
164 N	8.5	2.4	0.6	1.4	0.9	0.6	22.9	5.6	2.6	.45	.28	.21	.53	.48	.13
	People will be sorry for all the new things they are trying.														
165 N	5.3	2.1	0.0	1.6	0.6	0.0	16.2	5.0	0.6	.42	.26	-.04	.54	.52	.04
	I am against new ways of doing things.														
166 N	2.3	1.5	3.9	0.0	1.2	0.0	88.6	58.5	56.9	.10	.49	.40	-.31	.42	.14
	We should be more careful in accepting new ideas and inventions.														
167 N	2.1	1.2	0.6	0.5	0.6	0.0	23.6	6.8	2.6	.46	.40	.21	.52	-.16	
	Schools should stick to old ways of doing things, rather than trying new teaching methods.														
168 P	3.2	0.6	0.6	0.0	0.0	0.6	89.5	91.7	91.5	.27	.33	.37	-.19	.59	.63
	I enjoy finding a new way to do something even if the old way works pretty well.														
169 P	3.2	3.6	7.8	0.5	0.9	0.0	78.7	62.0	54.2	.39	.27	.39	-.19	-.08	.40
	Our country cannot improve without a great deal of change.														
170 P	5.3	5.9	3.3	0.7	2.1	0.6	51.0	43.3	43.1	.31	.33	.49	.12	.08	.28
	I will try anything once.														
171 P	4.8	1.2	0.6	1.4	0.9	1.3	91.5	95.2	96.1	.35	.33	.26	-.48	.14	.45
	Your work will be more enjoyable if you seek out new discoveries and ideas, and try them out.														
172 N	2.8	5.3	4.6	0.2	0.6	0.0	88.3	48.7	30.1	.20	.40	.40	-.14	-.30	.34
	People should be more careful in trying out new foods.														

Alpha = C .33 P .35 T .33
Pct. Trace, Prin. Comp. 1=
14.6 14.2 14.1

Appendix H-1 (Continued)

Dimension 14

Change

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
173 P	11.9	3.6	2.6	2.1	1.5	0.0	79.2	85.2	96.7	.34	.40	.21	-.30	-.42	.08
	We should welcome the idea that the world must change, rather than wishing that it would not change.														
174 P	6.9	7.1	9.2	0.9	1.8	2.0	67.7	37.4	20.9	.25	.30	.25	.34	.14	-.08
	New ways are usually better than old ways.														
175 N	4.8	5.9	6.5	1.1	0.6	0.0	48.0	29.4	9.2	.48	.44	.32	.50	.48	.46
	Children should learn to do things the way their parents have done them.														
176 N	6.2	1.8	0.0	0.5	0.3	0.0	45.1	19.9	4.6	.47	.52	.39	.60	.70	.58
	It bothers me to hear people talk about changing things.														
177 N	3.9	10.1	17.0	0.5	4.2	2.6	91.5	70.3	64.0	.20	.41	.47	.30	.45	.60
	People should be more careful in accepting new ways of doing things.														
178 P	11.9	1.8	2.0	1.6	1.2	2.0	76.2	66.5	67.3	.28	.27	.37	.26	.11	-.04
	I get bored when my life settles into a pattern.														
179 P	15.3	2.7	3.3	2.1	0.6	0.0	72.8	74.8	71.9	.31	.29	.47	.22	.09	-.14
	One reason we do not make more progress is that too many people are set in their ways.														
180 N	4.6	0.3	0.6	1.4	0.9	0.0	56.5	27.9	15.7	.45	.52	.43	.59	.57	.26
	I seldom feel the need to try something new and different.														
181 N	3.9	2.1	3.3	0.7	0.3	0.6	86.0	91.4	92.8	.26	.24	.42	.12	.14	.53
	There are some very good reasons for following the old ways of doing things.														
182 N	7.8	3.6	4.6	1.1	0.9	0.6	73.7	63.8	49.0	.27	.38	.40	.25	.54	.52
	With all the change going on in the world, it is no wonder that people are confused and unhappy.														

Alpha = C .14 P .32 T .29
Pct. Trace, Prin. Comp. 1=
14.5 17.9 15.7

Appendix H-1 (Continued)

Dimension 15
Creative

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
183 P	2.0	1.2	0.6	0.7	3.0	0.0	87.9	93.5	98.0	.33	.26	.26	-.20	-.11	.56
	I admire people who have new ideas.														
184 N	7.1	1.2	0.6	0.5	0.9	1.3	55.8	23.2	11.1	.53	.51	.36	.58	.68	-.21
	Too much attention is given to new inventions and creating new things.														
185 N	7.6	3.9	2.6	0.9	1.8	1.2	61.3	28.2	5.2	.47	.49	.35	.56	.58	-.08
	A good teacher follows ways that have been shown to work, rather than trying to find new and different ways of doing things.														
186 N	6.2	2.1	1.3	1.1	1.9	2.0	47.6	10.4	5.2	.48	.42	.32	.59	.52	-.27
	Inventive and original people are not as important to our country as some people think.														
187 N	8.9	3.0	0.6	0.7	1.5	0.6	42.1	14.0	4.6	.48	.48	.23	.52	.58	-.10
	Those who seek original and totally different ways of doing things are usually just causing a lot of trouble.														
188 P	3.2	3.6	3.3	0.2	0.3	0.6	82.8	73.0	73.9	.33	.33	.45	-.20	.02	.36
	I think people should try new and different ways of doing things, even though it may waste a great deal of time.														
189 P	10.5	3.3	4.6	1.1	1.2	0.0	76.4	84.0	82.0	.21	.36	.42	.06	-.13	.25
	People should use their ability to do new and original things, rather than staying with tried and tested ways of doing things.														
190 P	11.4	3.9	3.9	1.4	2.7	0.6	79.6	90.8	92.8	.32	.30	.38	-.20	-.36	.58
	Original and inventive people should be listened to.														
191 N	9.8	1.2	1.3	1.8	0.99	0.6	42.1	7.7	2.6	.45	.40	.16	.47	.59	.10
	Large businesses should not waste time on encouraging people to come up with new ways of doing things.														
192 P	7.8	7.4	8.5	0.5	2.4	0.0	87.0	81.3	72.0	.29	.34	.51	-.13	-.04	.50
	We need more original solutions to problems.														
193 N	4.6	3.3	3.3	0.7	1.5	1.3	33.0	23.2	12.4	.54	.44	.49	.67	.33	-.52
	This country's problems will not be solved by listening to people with a lot of new ideas.														
194 P	3.4	0.3	3.9	0.5	0.3	0.0	81.7	89.3	89.5	.22	.20	.46	.02	.11	.56
	Being able to create new things is one of the greatest talents a person can have.														

Alpha = C .51 P .46 T .44
Pct. Trace, Prin. Comp. 1=
17.3 16.9 15.1

Appendix H-1 (Continued)

Dimension 16
Variety

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
195 P	16.9	3.3	1.3	2.3	0.9	1.3	82.8	77.1	80.4	.37	.46	.56	.34	.55	.63
	Perhaps above all, we need variety: different experiences, different places, different people.														
196 P	2.0	1.5	3.3	0.5	0.3	0.6	90.2	88.1	96.1	.24	.31	.26	.38	.40	.32
	It is important to have many new experiences.														
197 P	3.2	1.2	0.6	0.5	0.0	0.6	94.0	85.5	88.2	.33	.54	.44	.46	.69	.51
	I like to do a lot of different things in my daily activities.														
198 P	6.9	3.3	3.9	0.7	0.3	0.0	84.0	68.2	79.1	.31	.46	.51	.35	.58	.52
	A person's day should contain a great variety of activities.														
199 N	1.4	1.2	2.0	0.5	0.0	0.6	57.7	69.7	81.7	.39	.46	.41	.24	-.36	-.37
	I would not mind living in the same city most or all of my life.														
200 N	1.4	0.6	0.0	0.5	0.3	0.6	16.0	17.2	11.1	.39	.31	.37	-.20	-.24	-.29
	I am not very interested in traveling and meeting different people.														
201 N	2.1	1.5	1.3	0.7	0.9	0.0	59.3	22.0	13.7	.51	.34	.42	.11	-.16	-.43
	I would rather have a job where I could do the same things most of the time.														
202 P	2.5	3.0	2.6	0.5	0.3	2.0	89.2	94.7	96.7	.29	.31	.21	.40	.39	.28
	People should be encouraged to try many different things.														
203 N	7.1	2.1	6.5	1.4	0.9	2.0	58.8	50.4	58.8	.38	.32	.45	.31	-.05	-.33
	I prefer an ordered, planned life; it is more comfortable.														
204 P	1.8	1.2	2.6	0.0	0.9	0.6	71.2	35.0	30.7	.30	.44	.50	.56	.43	.50
	If you cannot do something different every day, life gets dull.														
205 N	0.7	1.8	1.3	0.0	0.3	0.6	45.3	40.6	32.7	.48	.52	.59	.20	-.40	-.53
	I like to do pretty much the same kinds of things every day.														

Alpha = C .36 P .49 T .58
Pct. Trace, Prin. Comp. 1=
12.8 16.9 18.8

Appendix H-1 (Continued)

Dimension 17
Risk, Excitement

Item Number and Keying	Percentages: Question Mark			Percentages: Blank			Percentages: Agree			Item-Scale Correlation			First Principal Component		
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
207 P	6.6	4.2	7.8	0.2	0.9	1.3	66.1	36.5	39.2	.48	.47	.60	.50	-.37	-.59
	I love excitement and risk.														
208 P	3.7	3.9	8.5	0.5	0.30	1.31	67.5	35.0	39.9	.54	.48	.58	.60	-.38	-.55
	It is exciting to take risks; you really feel alive.														
209 P	8.2	3.0	5.2	0.5	0.6	2.0	86.3	77.7	74.5	.23	.38	.32	.18	-.26	-.13
	It is the man who takes risks who helps to attain progress.														
210 N	0.0	0.3	0.0	0.0	0.6	0.6	64.1	34.4	17.0	.59	.60	.42	-.63	.72	.54
	It is foolish to take risks; you may fail or get hurt.														
211 P	5.7	2.1	2.0	1.4	1.9	1.3	81.0	87.5	90.2	.43	.42	.32	.47	-.48	-.40
	People need to take risks and learn from their own experience.														
212 N	3.4	2.1	2.0	0.5	0.0	1.3	38.4	43.0	37.2	.58	.58	.51	-.60	.59	.57
	I do not like to take chances.														
213 N	3.7	0.6	0.0	0.2	0.9	0.0	64.8	27.0	9.2	.37	.39	.25	-.30	.45	.25
	We should not try new things until we are sure they will work.														
214 P	2.1	3.0	4.6	0.2	0.6	0.6	72.3	41.5	24.2	.24	.14	.14	.10	.19	.21
	There are few things more exciting than the thrill of danger.														
215 N	5.7	3.0	2.0	1.1	0.9	0.6	46.4	20.2	7.8	.46	.49	.37	-.45	.58	.38
	It is foolish to take chances if you want to get anywhere.														
216 N	5.0	1.8	3.9	0.9	0.6	0.6	67.5	42.4	12.4	.36	.45	.25	-.31	.53	.32
	Smart people do not take chances; they do what they are sure will work.														
217 P	1.8	0.6	0.0	0.0	0.0	0.0	94.5	95.2	92.8	.22	.24	.37	.25	-.18	-.34
	You need to take chances on many things; they may work or they may not, but you never know until you try them.														
218 P	4.4	2.4	3.9	0.9	0.3	0.6	84.7	88.4	90.2	.40	.39	.34	.45	-.30	-.31
	You must be prepared to take chances in order to have a better life.														
219 N	5.5	0.9	2.0	0.0	0.6	2.00	89.5	89.6	86.3	.06	.31	.39	.13	.32	-.39
	Even if I think it may pay off, I usually think twice about taking a chance.														
666 N	0.2	0.3	0.0	0.5	0.6	0.0	64.3	30.9	14.4	.63	.59	.34			
(210)	It is foolish to take risks; you may fail or get hurt.														

Alpha = C .55 P .59 T .51
Pct. Trace, Prin. Comp. 1=
17.8 19.5 16.7
.62 .64 .54

Appendix H-1 (Continued)

Dimension 18
Art Appreciation

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
220 N	8.9	5.3	6.5	0.7	2.1	0.0	72.1	64.7	47.7	.24	.38	.38	-.01	-.16	-.18
When you come right down to it, things that are useful are more important than things that are beautiful.															
221 P	4.6	1.8	2.6	0.2	0.6	1.3	79.4	89.3	86.3	.33	.31	.44	-.25	.35	.53
A home should be colorful and pretty even if it is very simple.															
222 P	2.3	2.4	2.6	0.0	0.30	0.6	68.4	63.5	64.0	.50	.58	.50	.50	.66	.52
Interest in art or music is important to leading a happy life.															
223 P	0.2	0.0	1.3	0.5	0.6	0.0	92.0	99.0	98.7	.30	.07	.27	.42	.08	.40
Singing or hearing good music makes me feel good.															
224 N	3.4	2.7	2.0	0.5	0.3	1.3	27.5	10.7	4.6	.39	.38	.09	-.44	-.29	.14
Schools should teach children practical skills and not waste time on art and music.															
225 P	4.4	1.5	3.3	1.6	0.0	1.3	76.9	78.6	77.1	.43	.45	.52	.44	.52	.59
I would be proud to know or be related to someone who could write a poem or a song.															
226 N	0.5	0.0	0.0	0.7	0.0	0.6	18.8	22.0	13.7	.36	.39	.46	-.42	-.24	-.43
I would not like to to do things like play a musical instrument, write stories, or paint pictures.															
227 P	0.9	0.6	1.3	0.0	0.3	0.0	90.2	89.3	96.1	.41	.38	.17	.57	.37	.20
I like music and art.															
228 P	5.5	3.3	3.3	0.5	1.5	0.0	58.1	67.1	52.9	.29	.32	.43	.01	.27	.32
Most people do not like art and music as much as they should.															
229 P	4.1	2.7	3.3	0.2	0.9	1.3	86.3	90.5	83.0	.39	.31	.41	.36	.39	.42
Every person should be taught to appreciate beautiful things.															
230 N	3.2	0.3	0.0	0.0	0.9	0.0	12.8	2.7	0.0	.44	.24	0.0	-.60	-.16	.00
I think that studying art and music is a waste of time.															
231 P	3.4	1.8	4.6	0.0	1.2	0.6	62.9	57.2	49.0	.46	.49	.59	.36	.59	.64
Writing a poem or song, or making something beautiful, are among the greatest things a human being can do.															
667 N (226)	0.2	0.0	0.0	0.2	1.2	0.6	21.0	22.0	19.6	.44	.48	.40			
I would not like to do things like play a musical instrument, write stories, or paint pictures.															

Alpha = C .46 P .43 T .49
Pct. Trace, Prin. Comp. 1 =
16.8 14.5 16.9

Appendix H-1 (Continued)
Dimension 19
Work

Item Number and Keying	Percentages: Question Mark			Blank			Agree			Item-Scale Correlation			First Principal Component		
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
232	2.3	1.5	1.3	0.2	0.9	1.3	73.9	73.3	62.8	.45	.40	.42	.59	-.37	.38
	I would rather work on an interesting project than rest or play.														
233 P	8.5	1.8	2.0	0.7	1.8	0.6	70.0	63.8	72.6	.32	.42	.45	.41	-.42	.51
	I enjoy working for the sake of work, apart from money or fame.														
234 P	5.5	0.6	1.3	0.7	0.0	0.0	88.8	95.6	96.7	.23	.21	.08	.30	-.25	-.06
	A student should enjoy working hard at school, apart from trying to show his parents or friends that he can make good grades.														
235 N	6.2	4.4	7.2	0.9	0.3	2.6	51.0	22.0	19.0	.36	.31	.19	-.20	.35	.25
	People would be better off if they forgot about working hard and getting things done before resting.														
236 N	7.3	1.5	2.0	0.5	0.9	3.3	6[illegible]8	38.3	29.4	.39	.44	.40	-.26	.46	.47
	I seldom think about whether people are hardworking or not.														
237 N	8.9	1.8	2.0	1.4	0.9	0.0	56.8	44.8	53.6	.28	.33	.26	-.05	.16	-.18
	I seldom worry or feel guilty about not working hard enough.														
238 N	7.3	1.8	2.0	0.9	0.3	0.0	44.4	14.5	6.5	.45	.32	.07	-.34	.48	.18
	Hard work seldom makes a man or a woman a better person; often, it just makes them dull.														
239 N	4.8	2.7	2.0	0.2	1.2	0.0	60.9	20.8	15.7	.32	.33	.30	-.06	.55	-.09
	Whenever possible, a person should use the easiest way to get something done even though it might not be the best way.														
240 P	3.9	2.1	3.9	0.0	1.2	1.3	85.6	86.4	84.3	.33	.32	.41	.43	-.17	.53
	I strongly believe that work is its own reward and should be enjoyed.														
241 P	6.9	4.8	9.8	0.7	0.6	2.0	73.2	73.6	60.8	.36	.31	.44	.42	-.01	.51
	I think it is important to put business before pleasure.														
242 N	3.2	4.8	3.9	0.7	2.7	2.0	54.9	43.0	53.6	.52	.47	.31	-.48	.56	-.00
	It is more enjoyable to talk to people, relax, and take it easy than to work hard on something.														
243 P	3.2	1.5	5.2	0.5	0.0	0.6	79.2	71.8	45.8	.30	.27	.36	.32	.07	.39
	Too many people are interested in having a good time and enjoying themselves when they should be studying or working.														
244 N	0.9	0.6	2.0	0.0	0.6	2.6	25.4	7.4	5.9	.40	.28	.28	-.48	.28	-.20
	Playing and relaxing usually come first with me; work comes later.														
245 P	3.9	4.2	5.9	1.8	1.8	1.3	66.8	73.3	56.9	.39	.36	.56	.49	-.23	.71
	Play is fun, but work is more satisfying.														

Alpha= C .50 P .42 T .40
Pct. Trace, Prin. Comp. 1=
14.2 12.5 14.2

Appendix H-1 (Continued)
Dimension 20
High Quality Work

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
246 P I respect a person who tries to do everything well.	2.5	0.0	2.0	0.2	0.3	0.0	91.8	96.7	94.1	.23	.24	.36	-.12	.54	.43
247 P When I finish a difficult job, I like to be able to say I did it well.	2.8	0.9	0.6	0.0	0.3	1.3	92.4	98.8	96.7	.29	.16	.23	-.27	.24	.34
248 N Too much importance is given to teaching children to take great pride in doing things well.	6.6	0.6	1.3	1.1	0.3	0.6	53.8	18.4	13.7	.47	.58	.58	.47	-.23	-.68
249 P A good sign of a man's worth is how well he does his job.	3.0	2.4	3.9	0.7	0.6	0.0	87.0	92.0	80.4	.18	.26	.40	.01	.34	.18
250 N I am not very interested in doing my work the best I know how.	3.7	0.0	0.0	0.9	0.0	0.0	21.3	5.9	2.6	.50	.47	.05	.55	-.39	.19
251 P People should do everything they do to the best of their ability.	4.6	0.0	0.6	0.5	0.9	0.0	94.3	97.3	96.1	.28	.27	.35	-.23	.62	.44
252 N If I make a mistake in my work, I do not waste time trying and trying until I get it right.	1.8	0.6	3.3	0.2	0.6	0.6	39.1	21.4	20.3	.47	.38	.34	.42	.03	-.11
253 P I feel good when I know I have done the best I can.	1.1	0.0	0.0	0.0	0.3	0.0	97.2	99.1	98.7	.27	.25	.13	-.31	.67	.14
254 N It is foolish to try to make something perfect, it only wastes time.	1.4	0.9	3.3	0.5	1.2	0.6	26.3	8.3	13.7	.52	.41	.43	.59	-.21	-.44
255 N It is how much you do that counts, not how well you do something.	3.7	0.9	0.6	0.2	0.0	0.0	48.7	12.2	5.2	.61	.48	.07	.64	-.08	.27
256 N In a toy factory, people should be paid on the basis of how many toys they make, rather than how well they make them.	2.8	3.6	3.9	0.5	0.9	0.6	28.4	11.9	4.6	.51	.39	.20	.55	-.02	-.12
257 P I try my best to do everything well, even if it takes a long time.	1.1	0.6	1.3	0.2	0.6	0.0	93.1	90.2	82.4	.28	.44	.62	-.24	.66	.71

Alpha = C .53 P .43 T .31
Pct. Trace, Prin. Comp. 1 =
17.2 16.6 15.4

Appendix H-1 (Continued)
Dimension 21
Occupation Centered

Item Number and Keying	Percentages: Question Mark			Blank			Agree			Item-Scale Correlation			First Principal Component		
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
258 N	4.8	1.2	2.6	0.0	0.3	0.0	19.9	3.0	1.3	.37	.21	.08	.45	.13	.27
	Children should be taught that having fun is more important than working at a job.														
259 N	5.7	2.4	5.2	0.2	0.9	1.3	65.2	47.8	51.0	.39	.50	.43	.42	.64	-.15
	It is not right to expect people to give up their free time just to get ahead in their job.														
260 P	6.9	2.1	1.3	0.9	0.3	0.6	85.1	75.1	69.3	.27	.36	.36	.07	.17	-.28
	One of the most important purposes of school is to prepare people for success in their jobs.														
261 N	13.3	2.7	1.3	1.1	2.7	0.0	51.3	14.0	9.8	.44	.30	.22	.63	.54	-.05
	A person's job should not be very important to his feeling of worth and satisfaction.														
262 P	11.0	3.0	1.3	0.7	0.9	2.0	43.7	24.6	31.4	.19	.34	.40	.35	.20	.67
	I worry about some of the things that are taught in school because I do not see what they have to do with getting a good job.														
263 P	4.8	0.3	0.6	0.7	0.0	0.0	75.7	80.4	52.9	.27	.39	.39	.34	.17	.70
	Too many people do not take their jobs seriously enough.														
264 P	4.8	1.5	3.9	0.2	1.2	0.0	78.7	77.4	74.5	.36	.45	.23	.14	-.44	-.09
	There are times when a person's job has to come before anything else.														
265 N	4.4	2.1	3.3	0.7	1.8	1.3	68.4	57.6	43.1	.35	.36	.24	.61	.48	.61
	People worry too much about their jobs and do not enjoy the rest of life.														
266 N	5.5	4.8	3.3	1.4	0.6	1.3	47.6	32.9	31.4	.40	.42	.40	.27	.27	-.09
	A job is not as important as a lot of other things in life.														
267 P	13.0	0.6	2.6	1.4	0.3	0.6	75.5	90.5	92.2	.32	.15	.11	.07	.20	.09
	One's job should never be treated lightly.														

Alpha = C .13 P .25 T -.09
Pct. Trace, Prin. Comp. 1=
14.9 13.6 15.1

Appendix H-1 (Continued)

Dimension 22
Ethical-Moral

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
268 P	3.0	0.0	2.0	0.7	0.6	2.0	92.4	98.2	96.7	.21	.08	.20	-.23	-.03	.31
	I respect people who treat others as they themselves would want to be treated.														
269 N	24.5	4.2	1.3	3.9	0.9	0.0	60.9	10.7	7.2	.40	.53	.25	.45	.62	.21
	The only real values are those which meet the needs of the moment.														
270 N	11.9	1.5	2.6	1.8	0.9	0.0	61.3	26.7	11.8	.49	.65	.35	.53	.68	.57
	People only make themselves unhappy by trying to live according to a set of moral rules.														
271 P	14.0	2.4	7.8	0.9	0.0	0.6	65.9	80.1	70.6	.28	.33	.48	-.00	-.18	.17
	I refuse to do anything which goes against what I believe is right and moral.														
272 N	16.2	2.1	1.3	2.5	0.3	0.0	48.3	16.9	3.9	.43	.59	.23	.45	.68	.57
	You should pay attention to what works and not worry very much about whether it seems to be right and moral.														
273 P	0.2	0.6	0.0	0.7	0.3	0.6	94.5	96.1	97.4	.16	.25	.17	-.12	-.23	.36
	A game is no fun if people cheat.														
274 N	2.1	2.1	2.6	0.5	0.6	0.0	21.3	14.8	17.0	.42	.46	.53	.53	.47	.42
	A little lie is not bad if it gets what you want.														
275 P	10.3	1.5	2.0	1.6	0.6	0.6	79.2	92.0	93.5	.23	.28	.25	.25	-.18	.11
	Life cannot be safe unless people follow some code of moral behavior.														
276 P	13.3	5.3	10.5	1.8	1.8	0.6	51.5	65.0	57.5	.20	.50	.47	.35	-.45	-.12
	Only men with high moral standards should be selected for high positions.														
277 P	15.6	1.2	5.2	2.5	1.2	2.6	85.4	94.1	92.8	.26	.29	.15	-.05	-.29	.10
	One of the most important things children should learn is to act morally.														
278 N	10.5	3.3	3.3	1.6	1.8	0.0	60.4	23.7	8.5	.40	.54	.24	.43	.58	.29
	If you are foolish enough to treat other people the way you like them to treat you, they will take advantage of you.														
279 N	6.2	2.7	4.6	0.9	0.9	0.0	52.9	26.1	28.8	.42	.44	.47	.53	.40	.46
	It is foolish to do what you know is right, if it will only cause you trouble.														

Alpha = C .26 P .61 T .29

Pct. Trace, Prin. Comp. 1=

14.1 20.3 12.1

Appendix H-1 (Continued)
Dimension 23
Honesty

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
280 P People should never steal anything.	0.5	0.6	2.0	0.7	0.3	0.0	95.2	95.0	86.9	.33	.33	.43	-.38	-.34	.38
281 N There is nothing wrong with being dishonest in small ways.	5.3	3.0	6.5	1.1	1.8	2.6	27.5	15.1	20.3	.51	.57	.63	.55	.61	.66
282 P I would not like to have a friend who often told lies.	0.9	0.9	0.6	0.0	0.6	0.0	90.8	92.3	94.8	.26	.24	.07	-.36	-.22	-.01
283 P I think people should always try to tell the truth, even though it may hurt themselves or others.	2.3	3.0	7.8	0.2	0.9	2.0	90.6	84.6	62.1	.25	.44	.38	-.23	-.37	-.25
284 P I would not cheat or have anything to do with cheating, even for a friend.	4.6	0.6	7.8	0.0	0.3	2.0	83.3	90.5	72.6	.42	.52	.56	-.44	-.55	-.53
285 N It does not matter much if a person tells a lie to someone he does not like.	4.1	1.5	2.0	0.7	0.6	0.0	24.7	6.5	5.2	.51	.41	.41	.54	.47	.55
286 N It is not so bad to cheat or tell a lie if it will help you get out of trouble without hurting anyone else.	3.4	1.8	5.2	0.0	1.2	1.3	32.5	20.8	24.8	.54	.51	.64	.61	.50	.67
287 P Working with someone is a pleasure when you feel that they are completely honest.	1.4	0.0	0.0	0.2	0.0	0.6	94.3	98.2	96.1	.24	.31	.12	-.25	-.41	-.09
288 N A person should lie to protect a friend.	1.4	6.8	11.7	0.0	1.2	0.0	55.8	51.0	64.0	.34	.32	.35	.22	.06	.21
289 N I would not think it wrong to take a towel from a hotel where I was staying.	1.8	0.6	0.6	0.9	0.0	2.0	33.4	12.5	17.0	.43	.46	.45	.38	.50	.51
290 N A person should lie to protect himself.	4.1	1.8	5.2	0.5	1.8	1.3	11.2	6.2	4.6	.43	.37	.44	.48	.40	.51
291 N If a friend did not do his homework, it would be all right to let him copy your work.	0.7	0.6	2.0	0.0	0.0	1.3	6.0	3.6	8.5	.37	.25	.21	.45	.28	.16
292 P If I get too much change in a store, I always give the extra back.	0.0	0.0	0.0	0.0	0.0	0.0	66.6	87.2	79.1	.39	.45	.61	-.34	-.43	-.63
293 P No amount of success is worth being dishonest.	13.7	2.1	2.0	3.0	0.9	0.0	73.7	92.9	94.8	.34	.30	.24	-.28	-.32	-.25

Appendix H-1 (Continued)
Dimension 23 continued

<table>
<tr><th rowspan="3">Item Number and Keying</th><th colspan="9">Percentages</th><th colspan="3" rowspan="2">Item-Scale Correlation</th><th colspan="3" rowspan="2">First Principal Component</th></tr>
<tr><th colspan="3">Question Mark</th><th colspan="3">Blank</th><th colspan="3">Agree</th></tr>
<tr><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th></tr>
<tr><td>294 N</td><td>4.4</td><td>0.6</td><td>0.6</td><td>0.5</td><td>0.6</td><td>0.0</td><td>41.4</td><td>4.4</td><td>0.6</td><td>.41</td><td>.31</td><td>.21</td><td>.33</td><td>.35</td><td>.30</td></tr>
<tr><td></td><td colspan="15">It is all right to take the credit for something that someone else did, if you intend to make it up to them later.</td></tr>
<tr><td>673 N</td><td>0.0</td><td>0.0</td><td>0.0</td><td>0.2</td><td>0.3</td><td>0.0</td><td>36.6</td><td>15.7</td><td>23.5</td><td>.49</td><td>.54</td><td>.71</td><td></td><td></td><td></td></tr>
<tr><td></td><td colspan="15">If I get too much change in a store, I do not always give the extra back.</td></tr>
</table>

Alpha = C .59 P .58 T .63
Pct. Trace, Prin. Comp. 1=
16.2 16.8 18.8

Appendix H-1 (Continued)
Dimension 24
Religion

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
295 N	9.4	2.1	0.6	0.9	0.9	0.0	14.6	5.6	0.6	.41	.39	.08	-.38	-.40	-.08
The world would be better off without religious groups.															
296 P	8.7	2.7	3.3	1.1	1.8	1.3	76.2	85.8	76.5	.59	.55	.69	.60	.56	.70
I think that the church is a strong and important influence for good living.															
297 P	9.4	1.5	5.2	1.4	1.5	1.3	79.9	80.4	68.0	.51	.61	.77	.52	.62	.78
It is important to be true to some religious faith.															
298 P	10.5	3.0	6.5	2.5	0.9	1.3	70.7	81.9	74.5	.68	.68	.63	.71	.70	.63
I would like a child of mine to go to church and to live up to the beliefs of a religion.															
299 P	4.6	2.4	3.3	1.4	0.9	2.6	65.9	76.6	65.4	.72	.71	.78	.75	.72	.79
It is very important in life to believe in a religion.															
300 P	9.4	1.8	4.6	2.3	0.6	0.6	69.1	88.7	82.4	.59	.52	.48	.62	.53	.45
A family should provide religious training for its children.															
301 N	6.6	0.6	0.0	0.9	0.6	1.3	31.6	27.6	34.0	.68	.74	.79	-.67	-.74	-.81
A strong belief in religion is not very important to me.															
302 P	8.9	3.0	2.0	1.6	0.9	0.0	56.0	51.6	37.2	.61	.67	.71	.64	.65	.70
Religious faith is important to me in everything I do.															
303 N	13.7	2.1	2.6	1.8	1.2	0.6	32.7	12.2	7.8	.42	.44	.34	-.37	-.43	-.32
Bringing children up in some religious faith often does more harm than good.															
304 P	7.3	3.3	3.9	1.6	2.4	1.3	64.0	59.9	47.1	.63	.72	.76	.64	.70	.76
I take religion seriously and try to live by it.															
305 N	7.3	0.9	1.3	1.4	1.2	0.6	20.8	3.6	1.3	.58	.44	.13	-.57	-.47	-.10
I have no use for religion.															
306 N	2.8	1.5	0.6	0.7	0.6	0.0	24.9	24.9	32.7	.67	.74	.79	-.68	-.75	-.81
Although going to church and believing in some religion may be important to some people, it is not to me.															
307 N	29.5	5.0	3.3	5.3	5.3	2.0	50.1	39.8	39.9	.10	.60	.64	.06	-.57	-.62
What I do is seldom, if ever, guided by religion.															

Alpha = C .81 P .86 T .87
Pct. Trace, Prin. Comp. 1=
34.0 37.7 40.1

Appendix H-1 (Continued)

Dimension 25

Respect for Authority

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
308 P I do not mind taking orders from a person who has authority.	7.3	0.9	1.3	0.9	0.3	0.0	81.0	94.7	91.5	.23	.31	.22	-.11	-.35	-.14
309 P I believe in obeying rules and laws, even though I might not like them.	1.1	0.0	0.0	0.0	0.0	0.0	94.3	96.7	96.1	.30	.23	.40	-.39	-.30	-.52
310 N I think people often show too much respect for authority.	16.2	0.9	1.3	2.1	0.9	2.6	48.5	19.3	9.2	.41	.37	.46	.33	.25	.49
311 N Most people have gone against the laws at some time; it is natural, normal, and healthy.	7.8	6.5	13.1	1.6	0.6	2.0	36.4	47.2	62.1	.40	.51	.46	.33	.45	.43
312 P I would want a child of mine to respect his parents, his teachers, and the laws of our government.	1.8	0.3	0.6	0.9	0.0	0.6	95.6	99.1	98.7	.26	.17	.12	-.38	-.23	-.14
313 N I like it when people show some spirit and do not go along with all the rules.	3.9	4.4	10.5	0.9	0.6	2.0	25.9	41.3	52.9	.43	.53	.52	.41	.52	.47
314 P Rules and laws are set up for the good of everybody, and everybody should be forced to obey them.	6.6	4.4	12.4	0.9	0.9	0.6	69.3	76.8	69.9	.40	.50	.47	-.38	-.52	-.46
315 P I do not like people who are always trying to get around the rules.	11.2	2.4	1.3	0.9	0.9	0.0	76.9	80.7	89.5	.17	.34	.28	.10	-.22	-.27
316 N When laws are out of date, it would be better if they were not obeyed.	6.2	5.9	15.7	1.4	1.5	3.3	23.1	14.2	22.9	.47	.44	.40	.52	.46	.37
317 N Some of our laws should be respected, others should not.	4.8	1.5	3.9	1.6	0.9	3.3	40.3	21.4	33.3	.57	.60	.61	.64	.66	.65
318 N I obey some laws, but not others.	1.6	0.9	2.6	0.5	0.3	0.0	39.8	26.7	39.2	.45	.56	.52	.38	.60	.50
319 P We should show respect for all our chosen leaders.	0.9	2.1	6.5	0.2	0.3	0.0	95.0	92.0	77.1	.34	.33	.50	-.51	-.34	-.52

Alpha = C .43 P .58 T .60

Pct. Trace, Prin. Comp. 1=

16.1 18.7 19.5

Appendix H-1 (Continued)

Dimension 26

Conservative

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
320 P I do not like to make extreme changes in ways of doing things.	5.3	2.4	2.6	0.7	0.6	0.6	65.7	69.1	58.2	.45	.44	.55	.44	.38	.51
321 P We should try something new only when we know that it is better than the old ways of doing things.	3.7	0.9	4.6	0.2	0.3	0.6	76.7	64.4	46.4	.54	.52	.59	.62	.55	.61
322 P I like order in my own private life.	9.8	0.9	2.6	2.8	0.6	0.6	71.8	89.9	93.5	.29	.14	.20	.14	-.03	.09
323 P I wish the world would stop changing so fast.	2.8	2.1	4.6	0.5	2.1	0.0	61.3	54.3	45.1	.46	.54	.48	.46	.53	.45
324 P Most efforts to change society are threats to man's freedom.	21.0	5.9	5.2	3.2	2.7	2.0	62.7	24.3	9.2	.51	.45	.41	.56	.45	.48
325 P It is better in the long run to stick to what we have, than to try out new things all the time.	5.4	3.3	3.9	0.7	1.2	0.6	50.6	31.8	22.9	.48	.56	.46	.48	.59	.45
326 P Old ways are the best ways.	4.4	5.3	3.9	0.5	1.2	0.6	23.8	14.0	3.3	.43	.47	.37	.43	.53	.51
327 P If people have done something for hundreds of years, it is probably the right thing to do.	7.6	3.9	3.9	0.7	1.8	0.0	51.5	24.9	9.2	.44	.43	.38	.39	.42	.40
328 P There are good reasons for doing things the way they have always been done.	7.6	4.8	5.2	0.5	1.5	1.3	86.3	78.6	66.0	.34	.44	.45	.35	.42	.36
329 P We should stick to those ways of doing things that have stood the test of time.	18.8	6.5	3.3	0.7	1.5	0.6	62.7	49.6	27.4	.48	.58	.50	.50	.61	.51

Alpha = C .55 P .60 T .55
Pct. Trace, Prin. Comp. 1=
20.6 22.9 21.0

Appendix H-1 (Continued)

Dimension 27
Bureaucratic

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
330 P	5.7	2.4	5.9	0.2	1.2	0.0	90.8	92.6	91.5	.41	.31	.40	.74	.32	.45
	A business is a complex system, and all people in it must learn to play their part.														
331 P	6.2	2.4	5.2	0.5	0.6	2.6	74.6	74.8	49.0	.38	.49	.63	.15	.28	.59
	A family needs to be run so that everyone knows who the boss is and what each is supposed to do.														
332 N	6.9	3.6	6.5	1.8	2.1	3.3	35.2	12.5	9.8	.42	.32	.16	-.34	.39	.35
	I do not like big business or big government because no one can get anything done.														
333 N	2.3	1.8	2.0	0.2	1.2	1.3	65.9	25.5	19.6	.39	.32	.21	-.12	.48	.34
	A big school or class usually has so many rules that no one can do what they want to do.														
334 P	16.9	5.0	9.8	3.0	0.6	2.6	72.8	70.3	68.6	.44	.50	.49	.26	.58	.46
	In our society, there are accepted ways of saying what you think and these should be followed.														
335 P	2.1	1.2	0.0	0.0	0.0	0.0	38.0	11.6	5.9	.32	.27	.30	-.17	.30	.33
	I would never disagree with my boss, even if I knew I was right.														
336 P	2.1	4.4	7.8	0.2	0.3	0.6	90.6	75.1	64.0	.38	.52	.55	.49	.62	.60
	People who do not follow instructions ruin the whole system.														
337 P	1.6	1.2	0.6	0.5	0.9	0.0	95.0	95.0	83.9	.32	.30	.41	.66	.41	.55
	To do your job right you have to understand and respect the rules.														

Alpha = C .11 P .18 T .27
Pct. Trace, Prin. Comp. 1=
18.4 19.4 22.2

Appendix H-1 (Continued)

Dimension 28
Conformity

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
338 P	9.6	6.5	7.2	1.4	1.5	2.6	53.3	35.6	22.2	.41	.45	.40	.38	.46	.40
	I think it is more important to follow custom than to be free to do what one chooses.														
339 P	8.5	2.7	1.3	1.6	3.9	0.6	65.9	49.8	60.8	.41	.44	.62	.38	.39	.66
	I prefer to avoid doing things that persons I respect might think of as strange.														
340 P	2.5	4.4	8.5	0.2	1.2	0.6	41.6	25.5	39.2	.48	.46	.44	.50	.38	.40
	I like to do things the same way that other people do them.														
341 P	1.4	1.5	3.3	0.2	0.6	0.0	90.4	90.2	78.4	.32	.26	.33	.38	.26	.28
	Everyone should be able to take orders without getting angry.														
342 P	2.8	4.8	9.2	0.2	0.7	2.6	86.5	75.4	41.8	.24	.40	.47	.18	.42	.46
	Not obeying an order is something that is very hard to excuse.														
343 P	3.7	13.6	15.0	0.9	4.2	2.0	68.0	70.9	76.5	.38	.38	.47	.34	.36	.46
	Children should obey other people.														
344 P	11.0	2.7	3.9	1.6	0.6	0.0	60.0	19.9	8.5	.49	.41	.32	.52	.43	.35
	Only a fool does not follow the wishes of the majority.														
345 P	2.5	6.2	9.8	0.7	0.9	0.6	94.3	85.8	79.7	.24	.44	.47	.27	.52	.50
	If you are going to get along, you better know the rules and follow them.														
346 P	2.3	3.6	4.0	0.5	0.9	1.3	65.7	35.0	21.6	.43	.49	.47	.44	.51	.48
	People who do not go along with what everyone else wants make a lot of trouble.														
347 P	4.6	2.7	3.3	1.1	2.7	0.6	77.6	46.0	52.9	.42	.47	.58	.46	.45	.60
	Before I do anything, I try to consider whether my friends will approve of my actions.														
348 P	4.4	2.4	3.9	0.5	0.6	0.0	89.5	80.1	78.4	.29	.44	.43	.28	.49	.47
	One of the most important things that modern men and women have to learn is living by the rules of the places where they work.														
349 P	5.5	6.2	4.6	0.5	1.2	0.6	58.8	28.5	26.8	.47	.48	.43	.48	.32	.40
	It is better to agree with people than to argue with them.														
350 P	2.3	4.0	5.9	0.7	1.5	0.6	45.1	31.4	39.2	.44	.43	.36	.41	.41	.28
	If you go along with what other people want you to do, you get into less trouble.														

Alpha = C .55 P .60 T .67
Pct. Trace, Prin. Comp. 1=
15.8 17.7 20.7

Appendix H-1 (Continued)
Dimension 29
Self-Centered

Item Number and Keying	Percentages: Question Mark C	P	T	Blank C	P	T	Agree C	P	T	Item-Scale Correlation C	P	T	First Principal Component C	P	T
351 P	15.1	4.2	7.2	[illegible]	0.6	2.0	81.0	54.6	51.6	.27	.62	.57	.16	.66	.57
	You really cannot blame a person for getting all he can while he can.														
352 P	6.0	5.3	9.2	0.0	1.2	2.0	86.3	72.1	69.3	.20	.44	.51	.08	.42	.54
	In this world, a person had better look out for himself.														
353 P	7.6	3.3	3.9	1.4	1.8	2.0	62.9	59.4	45.8	.44	.50	.49	.42	.46	.47
	If what I do really satisfies me, other people have very little right to question it.														
354 P	4.4	3.3	4.6	0.2	1.2	1.3	69.6	54.0	45.8	.49	.52	.50	.54	.50	.51
	People make a mistake when they do too much for others and too little for themselves.														
355 P	5.3	1.2	0.6	1.4	1.5	2.0	32.5	13.6	7.8	.48	.44	.20	.52	.52	.12
	Whatever makes me happy is the right thing for me to do, no matter what its effect on others.														
356 P	3.2	3.0	6.5	0.2	1.5	0.6	56.1	46.6	54.9	.42	.38	.50	.37	.29	.51
	If you are not a little bit selfish, you may get left out.														
357 P	4.8	2.1	5.2	0.0	2.7	2.0	48.3	57.9	50.3	.48	.48	.45	.49	.49	.41
	People would be a lot better off if they would do what they want and not try to please someone else.														
358 P	7.6	7.4	11.1	0.7	1.2	1.3	64.8	46.9	30.1	.39	.43	.42	.34	.40	.39
	I would not let my friendship with someone stand in the way of my career.														
359 P	6.0	2.4	0.0	0.7	1.5	1.3	49.9	17.5	7.2	.48	.49	.27	.49	.55	.25
	I would not let my feelings about hurting a friend stop me from doing something to get ahead in my job.														
360 P	4.8	3.6	8.5	0.9	0.6	1.3	54.2	58.5	49.0	.52	.61	.55	.60	.66	.57
	People should worry about themselves before they worry about others.														
361 P	7.3	2.7	7.2	1.6	1.8	2.6	64.8	72.1	64.7	.50	.55	.60	.56	.57	.65
	While the needs of others are important, it is more important to take care of your own needs first.														
362 P	33.2	7.1	9.8	5.5	1.8	2.6	66.6	70.3	69.9	.36	.26	.47	.27	.12	.46
	The right of the individual to improve his own life must come before social and group demands on his time.														

Alpha = C .59 P .69 T .68
Pct. Trace, Prin. Comp. 1=
18.9 24.2 22.6

Appendix H-1 (Continued)
Dimension 30
Pleasure

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
363 P	6.6	1.5	2.0	0.2	1.2	0.0	62.0	32.6	27.4	.46	.46	.44	.48	.46	.44
	Perhaps the most important purpose of a person's job is to provide him with the money for enjoying his free time.														
364 P	4.8	0.9	1.3	0.2	0.3	1.3	74.4	74.8	72.6	.39	.46	.26	.38	.45	.14
	It is very important to me to live in a place that has an ideal climate, parks and beaches, and generally comfortable living.														
365 P	4.4	2.4	2.0	0.2	1.2	0.0	48.0	26.1	20.3	.48	.50	.49	.46	.55	.50
	It is very important to me to take things easy and not work too hard.														
366 P	10.1	2.7	2.6	1.8	0.6	0.6	79.9	60.8	71.9	.40	.40	.48	.45	.36	.54
	I very much want to have lots of time for recreation.														
367 P	5.5	4.4	7.8	0.9	0.3	2.6	84.0	55.5	51.6	.38	.42	.47	.41	.36	.48
	I think a person's first goal should be to have a full and pleasant time in his non-working hours.														
368 P	5.0	1.5	2.6	0.0	0.3	0.0	30.0	17.8	20.3	.43	.40	.42	.41	.43	.45
	I admire a person who takes it easy and does not worry about working.														
369 P	5.3	3.6	5.9	1.1	1.2	0.6	61.3	72.7	73.9	.51	.50	.47	.56	.54	.48
	Life is short; we should relax and enjoy it.														
370 P	9.8	5.3	3.3	0.9	2.1	1.3	81.0	60.2	62.8	.33	.43	.46	.32	.41	.44
	To eat, drink, and be merry is not nearly an bad as idea as some people try to make it out to be.														
371 P	3.2	0.6	0.5	0.5	1.2	0.6	92.0	89.0	91.5	.30	.26	.16	.36	.23	.08
	I usually manage things so there is time for me to have fun and enjoy life.														
372 P	2.1	1.2	3.9	0.2	1.2	0.6	67.5	50.7	43.1	.45	.52	.52	.42	.54	.61
	It is a mistake to take life too seriously; take it easy and enjoy it.														
373 N	3.9	2.4	5.2	0.0	0.6	3.3	81.2	76.8	68.0	.13	.35	.16	.08	-.32	.06
	If you let a child do just what is fun and comfortable for him, he may be very unhappy when he grows up.														
374 P	17.4	4.2	4.6	2.1	0.9	1.3	55.6	63.2	65.4	.37	.42	.49	.35	.40	.48
	I would not want to be a successful person if it meant that I could not enjoy myself whenever I felt like it.														
375 P	5.5	6.2	5.9	0.7	1.8	0.6	40.7	21.1	21.6	.45	.42	.36	.45	.46	.36
	It is more important to have fun in life than to be successful.														

Alpha = C .55 P .63 T .57
Pct. Trace, Prin. Comp. 1=
16.7 18.8 18.1

Appendix H-1 (Continued)
Dimension 31
Social

Item Number and Keying	Percentages: Question Mark C	P	T	Blank C	P	T	Agree C	P	T	Item-Scale Correlation C	P	T	First Principal Component C	P	T
376 P	5.0	0.9	0.6	1.4	0.9	0.6	83.1	47.2	52.9	.27	.57	.60	.23	.60	.60
	I enjoy frequent parties and social gatherings.														
377 P	3.9	3.9	3.9	0.2	2.4	2.6	82.2	65.9	69.9	.37	.44	.53	.41	.44	.54
	I prefer a pleasant visit with friends to doing someting alone.														
378 P	2.8	4.8	3.3	0.0	3.0	1.3	81.2	29.7	34.6	.37	.47	.59	.33	.46	.59
	Going to parties is more fun than staying at home.														
379 P	7.1	2.4	0.0	0.7	1.8	0.6	77.8	51.6	51.0	.39	.39	.38	.39	.33	.31
	I would like to belong to a good social club.														
380 P	0.7	1.2	2.0	0.2	0.6	0.6	89.9	55.8	67.3	.40	.60	.58	.52	.66	.61
	I like to visit my friends often.														
381 P	4.6	1.5	0.6	0.5	0.3	0.6	79.2	63.5	77.1	.41	.54	.48	.45	.60	.50
	I like to have my friends come over to my house frequently.														
382 P	3.0	1.5	7.2	0.2	1.2	1.3	34.3	13.6	10.5	.42	.29	.43	.37	.24	.46
	Having fun with friends is the most important thing in life.														
383 P	2.8	4.4	6.5	0.5	1.8	0.6	54.7	55.5	58.8	.40	.51	.51	.32	.50	.48
	I would rather go to a party than to a movie.														
384 P	3.0	2.4	2.6	0.7	0.3	1.3	62.7	27.9	26.8	.49	.37	.48	.43	.30	.49
	The best hours of life are the ones we spend with friends at parties, dinners, or just talking.														
385 P	8.5	3.9	5.2	0.9	0.9	0.6	36.4	19.6	17.0	.40	.43	.42	.31	.42	.44
	The most important part of our lives is really the time spent talking, laughing, and playing with others; the rest of the time is less important to our real selves.														
386 P	1.1	4.2	5.2	0.0	1.8	1.3	88.1	63.5	64.0	.44	.53	.51	.53	.54	.51
	It is better to do things with your friends than to do them alone.														
387 P	2.3	1.5	4.6	0.5	1.5	1.3	84.4	69.1	57.5	.37	.46	.51	.44	.48	.50
	A person should have lots of friends.														
388 P	5.0	3.0	2.6	0.2	1.2	2.0	55.2	13.1	9.8	.48	.36	.43	.48	.36	.45
	It is important for a good life to spend most of your free time with your friends.														

Alpha = C. 56 P. 70 T .75
Pct. Trace, Prin. Comp.1 =
16.8 22.2 25.5

Appendix H-1 (Continued)
Dimension 32
Tolerance and Worth of Others

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
389 P	16.2	6.5	10.5	3.2	2.4	5.9	63.8	60.2	58.2	.26	.41	.53	-.02	.18	.43
	I do not think people should try to control their desires to be different from everybody else.														
390 P	8.0	2.4	0.0	0.9	0.9	1.3	88.1	93.2	98.0	.35	.22	.25	.46	.22	.70
	You should accept other people for what they are.														
391 P	1.4	3.3	5.9	0.0	0.6	0.6	90.2	75.4	83.7	.35	.50	.39	.44	.45	.19
	People should have the right to dress the way they wish.														
392 P	5.7	2.7	4.6	0.5	0.9	0.6	82.6	90.8	94.1	.40	.38	.21	.45	.43	-.17
	We should allow other people to make their own decisions and carry them out.														
393 P	3.0	1.2	2.6	0.2	0.0	0.6	34.6	16.3	7.8	.29	.28	.37	.15	.04	-.06
	People should be allowed to do whatever they want whenever they want.														
394 P	5.5	0.6	2.0	0.2	1.2	0.0	81.9	86.4	95.4	.47	.40	.29	.59	.48	.73
	College students who demonstrate peacefully are entitled to their opinions and should not be punished.														
395 P	6.6	0.9	0.0	0.9	1.5	0.6	81.0	94.1	98.0	.38	.26	.18	.34	.37	-.21
	You should respect the rights of a person who stands up for what he believes, even though you might disagree with him.														
396 P	2.3	1.8	0.6	0.0	0.3	0.0	80.1	91.7	99.4	.36	.30	.08	.36	.35	.05
	No two people are alike; everybody is special.														
397 P	8.0	2.4	3.3	1.4	0.3	2.6	66.1	81.9	85.0	.44	.49	.33	.38	.56	.25
	Since no two people are alike, it is foolish to insist that people should act alike.														
398 P	10.1	1.2	0.0	1.6	0.0	0.0	86.3	91.4	97.4	.33	.29	.21	.38	.23	.07
	Each of us has something special to give to the world; we should not expect the same thing from everyone.														
399 P	5.5	1.5	2.0	1.1	1.2	0.0	91.1	95.6	98.0	.36	.19	.15	.48	.28	-.22
	People should allow others freedom to choose their own activities.														
400 P	5.5	3.3	3.9	0.5	1.2	0.6	37.3	72.4	79.1	.38	.50	.37	.19	.54	-.28
	It is usually a good thing when young adults break away from their families and go out on their own.														

Alpha = C .38 P .40 T .08
Pct. Trace, Prin. Comp. 1 =
14.9 14.2 12.6

Appendix H-1 (Continued)

Dimension 33
Civil Disobedience

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component			
	Question Mark			Blank			Agree									
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	
401 P	3.9	7.4	8.5	0.7	1.2	2.0	67.3	58.2	45.1	.44	.51	.56	.44	.43	.49	People should stand up for what they think is right, no matter what the trouble it may cause.
402 P	11.4	2.4	9.8	0.9	2.4	0.6	64.3	45.4	56.9	.40	.43	.44	.38	.29	.36	Some of the most important changes in society have come from people who were willing to disobey the law.
403 P	8.5	4.4	8.5	0.7	1.2	1.3	56.1	47.5	52.9	.56	.55	.59	.64	.47	.46	One should not be afraid to stand up and be counted for what he believes, even if it is against the law.
404 P	4.1	2.4	0.0	0.0	0.6	0.0	87.0	93.8	95.4	.21	.18	.22	.07	.10	.11	I respect the person who will stand up and fight for his rights even though many people disagree with him.
405 P	6.2	8.3	15.7	0.7	2.1	2.0	67.5	12.8	17.6	.41	.46	.62	.40	.52	.72	College students who demonstrate should be encouraged in what they are doing.
406 P	30.2	1.8	2.0	5.0	0.6	1.3	37.1	2.7	3.9	.46	.38	.43	.50	.56	.62	I admire the draft-dodger and draft-card burner.
407 P	7.6	1.5	3.9	0.7	0.0	0.0	27.9	12.2	11.8	.37	.36	.29	.34	.35	.26	The best way to get what you want these days is to go on strike or demonstrate as groups.
408 P	4.8	3.0	1.3	0.5	0.6	1.3	22.2	4.2	4.6	.47	.30	.32	.53	.39	.39	The student who breaks windows because he thinks a rule is wrong deserves more respect than the one who does not do anything.
409 P	8.2	9.8	13.1	1.8	2.7	2.0	45.8	10.7	11.8	.42	.44	.48	.40	.56	.60	Men who will not go to war because they think war is wrong should be rewarded rather than punished.
410 P	16.0	7.1	7.8	2.3	1.8	1.3	80.3	67.1	60.1	.27	.51	.51	.13	.46	.42	More people should question our government and use active means to stop it from making mistakes.

Alpha = C .44 P .47 T .57
Pct. Trace, Prin. Comp. 1=
17.4 15.7 22.7

Appendix H-1 (Continued)
Dimension 34
Independent

Item Number and Keying	Percentages Question Mark C									Item-Scale Correlation C			First Principal Component C		
	Question Mark C	Question Mark P	Question Mark T	Blank C	Blank P	Blank T	Agree C	Agree P	Agree T	Item-Scale Correlation C	P	T	First Principal Component C	P	T
411 P	2.8	1.5	7.8	0.2	0.6	1.3	56.8	73.6	71.2	.52	.45	.42	.53	.38	.18
	I like to be left alone to do what I want.														
412 N	10.5	2.4	5.2	1.1	2.7	0.6	73.2	62.9	58.2	.29	.34	.34	-.12	-.03	-.07
	It is necessary that I share the values and beliefs of other people.														
413 P	1.8	0.0	0.0	0.5	0.6	0.6	94.1	97.6	98.0	.26	.21	.14	.37	.37	.04
	One should not be afraid to stand up for what he believes.														
414 P	2.1	0.3	2.0	0.0	0.6	0.6	91.1	96.1	96.7	.34	.28	.31	.45	.32	.55
	I like to wear what I choose.														
415 P	0.0	0.0	0.0	0.5	0.6	0.0	73.0	89.3	89.5	.51	.41	.36	.62	.40	.37
	I like to make my own plans.														
416 P	5.7	1.2	2.0	1.8	0.9	1.3	76.7	92.9	94.1	.46	.31	.30	.55	.19	.18
	I like to set my own goals for myself.														
417 P	1.1	0.0	0.0	1.1	0.9	0.6	59.5	65.3	61.4	.36	.34	.41	.26	.10	.34
	I am usually independent when it comes to making decisions.														
418 P	4.8	2.7	1.3	1.6	0.9	0.6	79.0	73.3	73.9	.39	.46	.42	.28	.52	.35
	Your own ideas of what is right and wrong should be more important to you than those of your friends.														
419 P	1.4	0.6	1.3	0.7	0.3	0.0	91.5	98.5	97.4	.26	.09	.28	.34	.35	.62
	Men and women must learn to make up their own minds rather than have their minds made up by other people.														
420 P	12.1	2.1	4.6	0.9	1.8	1.3	27.2	10.4	3.3	.28	.32	.02	.04	.24	-.02
	The important work of the world should be done by individauls, because group activity wastes a lot of time.														
421 P	3.2	3.0	7.2	0.9	1.5	0.6	79.6	81.3	75.8	.40	.41	.55	.39	.43	.47
	If a man thinks he is right, he should stick to his opinion, no matter what others may think.														
422 P	1.1	0.6	1.3	0.2	0.3	0.6	95.0	98.8	95.4	.24	.02	.25	.27	-.08	.54
	People should learn to stand on their own feet, rather than depend on others.														
423	2.8	1.2	3.9	0.5	1.2	0.6	85.4	86.6	79.1	.29	.42	.39	.22	.64	.31
	No matter what other people say, do what you think is right.														
668 P	0.5	0.0	0.0	0.7	0.0	0.0	73.2	73.3	71.9	.41	.52	.40			
(417)	I am usually independent when it comes to making decisions.														
679 N	0.0	0.0	0.0	0.2	0.3	0.0	27.2	9.8	6.5	.45	.33	.36			
(415R)	I do not like to make my own plans.														

Alpha = C .44 P .32 T .34
Pct. Trace, Prin. Comp. 1=
14.3 12.6 13.5

Appendix H-1 (Continued)
Dimension 35
Healthy Physical Development

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
424 P	2.8	1.0	2.6	0.2	1.2	0.0	89.5	83.1	79.1	.46	.47	.58	.56	.48	.61
	Keeping in good physical shape and exercising regularly are important goals in life.														
425 N	3.7	0.6	0.0	0.5	0.6	0.6	32.7	6.2	1.3	.29	.10	.04	-.17	-.01	.01
	Very little importance should be given to health and physical education courses in school.														
426 N	7.3	1.5	1.3	0.7	0.9	0.6	40.7	59.6	66.0	.58	.58	.56	-.58	-.61	-.57
	Exercising or taking part in sports may be fun, but they are not very important to me compared to other ways of spending my time.														
427 P	3.9	1.8	4.6	0.7	0.6	2.6	70.0	42.4	32.7	.37	.55	.55	.34	.56	.56
	To lead a full life, a person should take an active role in sports.														
428 N	4.6	1.5	2.0	0.0	0.3	0.0	20.6	25.8	25.5	.40	.48	.41	.41	-.49	-.35
	I am not sure that lots of physical exercise does much good for you.														
429 P	5.0	1.8	2.6	0.7	1.2	2.6	80.[illegible]	79.8	66.0	.38	.37	.50	.36	.32	.50
	Playing sports will help a person lead a better life when he gets older, as well as when he is young.														
430 P	3.0	2.1	1.3	0.5	0.3	0.0	84.9	79.8	76.5	.34	.47	.52	.35	.49	.52
	Much more attention should be given to walking, swimming, and other activities that promote physical health.														
431 P	3.0	2.7	2.6	0.0	0.6	0.6	80.8	66.5	41.8	.41	.51	.53	.44	.51	.52
	People should spend at least six hours a week keeping themselves in good physical shape.														
432 N	2.1	0.9	1.3	0.0	1.2	1.3	32.0	58.5	66.7	.47	.53	.56	-.46	-.54	-.57
	Although it may be important to keep in good physical shape, it is not necessary to spend a lot of time exercising or taking part in some sport.														
433 N	8.2	2.4	3.3	1.4	0.9	0.6	30.2	59.4	71.9	.48	.56	.60	-.49	-.58	-.66
	Keeping in good physical shape is so important to some people that they spend at least ten hours a week on it, but it is not that important to me.														
434 P	0.7	0.3	0.0	0.0	0.3	0.6	96.6	98.8	98.0	.30	.11	.12	.38	.11	.12
	People should learn to keep themselves in good physical condition.														
435 P	3.9	4.2	5.2	0.5	0.3	2.0	70.7	62.9	56.2	.40	.40	.48	.39	.33	.43
	The need for physical health should come first in our lives.														
436 N	11.7	3.9	2.6	1.6	1.2	1.3	34.8	31.2	37.2	.39	.54	.62	-.32	-.55	-.64
	Regular exercise and taking part actively in sports do not deserve as much attention as many other things in life.														

Alpha = C .57 P .68 T .74
Pct. Trace, Prin. Comp. 1 =
17.4 21.6 25.0

Appendix H-1 (Continued)

Dimension 36

Family

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
437 N	3.4	1.8	0.6	0.0	0.9	0.6	76.2	84.0	93.5	.24	.33	.29	.23	-.29	-.27
	I think members of a family should do some things together, but by no means should they do almost everything together.														
438 P	4.4	1.2	0.0	0.5	0.6	1.3	88.8	92.6	94.1	.37	.30	.44	-.09	.33	.59
	I would like it if I could have weekends, late afternoons, and evenings free from work and other activities so that I could spend them with my family.														
439 N	0.5	0.3	0.6	0.5	0.0	1.3	7.3	3.9	4.6	.24	.07	.30	.47	.02	-.42
	I do not like to spend lots of time doing things with my family.														
440 N	4.4	2.1	5.9	0.7	0.9	1.3	46.2	16.6	32.7	.08	.00	-.11	.47	-.32	-.53
	Although I like to do things with my family, I like to do things by myself or with my friends more.														
441 P	3.2	3.0	3.9	0.5	1.2	1.3	73.2	76.6	72.6	.35	.60	.51	.37	.64	.32
	Parents should spend most of their free time playing with their children, or talking to them, or taking them to do and see things.														
442 N	2.3	2.1	2.6	0.2	0.3	0.6	23.3	13.6	20.3	.35	.40	.49	.62	-.46	.65
	My family is important to me, but not more important than some other things.														
443 N	3.2	0.0	1.3	0.7	0.6	0.0	25.2	6.5	7.2	.35	.17	.35	.61	-.14	-.44
	You miss out on most of the interesting and pleasant things in life when you spend most of your time with your family.														
444 P	11.9	3.9	3.3	1.4	0.9	0.6	60.0	38.3	18.3	.27	.44	.31	.43	.30	.23
	Parents should, if necessary, deny themselves most of the comforts of life in order to make their children happy.														
445 P	6.4	3.6	2.6	0.0	0.6	1.3	73.2	65.0	37.9	.42	.60	.49	.11	.65	.31
	Almost all activities should be centered around the family.														
446 P	2.8	3.9	2.0	0.2	1.2	2.6	74.6	73.6	56.9	.44	.55	.63	-.02	.57	.61
	I feel that I should pay much more attention to my family than to anything else.														
447 P	7.1	2.4	5.2	1.4	0.0	0.0	81.2	85.2	83.7	.40	.47	.52	-.18	.51	.49
	No matter how important success is, there should be nothing more important for a man than his family.														
448 N	7.8	3.6	3.3	1.1	3.0	0.6	55.8	24.6	17.6	.30	.30	.48	.60	-.18	.60
	It sounds nice to say that you should put your family above everything else, but when you come right down to it there are more important things in life.														
449 P	11.7	1.2	1.3	0.9	1.5	2.0	81.7	89.3	77.8	.33	.44	.49	.14	.54	.44
	Your family should come ahead of just about everything else when you make choices about how to spend your time and energy.														

Alpha = C .23 P .50 T .54
Pct. Trace, Prin. Comp. 1=
15.4 18.3 22.4

Appendix H-1 (Continued)
Dimension 37
Ethnic, Racial, Nationa'

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
450 N	2.1	5.6	5.9	0.7	1.5	0.0	40.5	27.3	38.6	.23	.45	.51	.59	.13	-.31
	There are many things more important to me than my country.														
451 N	5.7	0.6	0.6	0.9	0.6	0.0	83.5	92.9	95.4	.29	.13	.08	-.21	-.04	.16
	I may be proud of my race and country, but I do not believe that we should forget about helping other races and nations.														
452 N	7.3	2.4	3.3	1.1	0.6	1.3	75.3	79.5	81.7	.26	.32	.35	.16	-.44	-.48
	These days a person should consider the problems of other countries, not just those of his own country.														
453 P	1.4	1.5	0.6	1.4	1.8	0.6	79.6	80.4	84.3	.30	.36	.26	.29	.25	.34
	Schools should be concerned with developing people who believe in this country.														
454 P	21.0	8.0	8.5	3.4	2.7	2.6	76.0	62.0	85.6	.22	.38	.28	.04	.26	.13
	We should be proud of racial differences and should not allow them to disappear.														
455 N	5.0	8.3	17.0	0.7	2.1	3.3	66.1	49.0	66.7	.28	.31	.17	.56	.49	.30
	We should be responsible first to ourselves and our friends, and then perhaps to our country.														
456 P	3.4	2.7	0.6	0.7	1.5	0.6	49.2	23.4	20.9	.33	.31	.52	.59	.44	.60
	I prefer to have people around me who are of my own racial group.														
457 N	14.2	3.9	6.5	2.1	1.2	0.6	61.1	67.4	64.0	.36	.37	.17	.31	.08	.27
	Racial differences should be forgotten rather than given more attention.														
458 N	10.1	2.1	2.6	1.4	1.2	0.6	80.1	79.5	80.4	.36	.33	.44	-.29	-.44	-.30
	I would just as soon be with people of different races and nationalities as with people of my own racial group.														
459 P	4.6	0.6	0.0	1.1	1.2	1.3	19.2	2.4	1.3	.30	.12	.07	.40	.26	.05
	I would give money to help a poor family of my own race, but I would not give money to help people of other races.														
460 P	2.8	1.2	2.0	0.2	0.9	0.6	94.3	97.0	98.7	.19	.14	.23	-.08	.08	.32
	Children should be taught to love their country.														
461 P	6.4	6.8	7.8	0.9	2.1	2.0	66.6	65.0	66.0	.36	.45	.41	.39	.56	.70
	You should take care of your own country first, before worrying about outsiders.														
462 P	13.5	1.5	0.0	2.1	0.3	0.0	33.6	7.1	1.3	.37	.25	.05	.43	.37	-.15
	When all is said and done, the most important thing in a person's life is his race.														
678 N	1.4	0.6	0.0	1.4	0.6	0.0	38.9	9.5	12.4	.34	.23	.34			
(453R)	Schools should not be concerned with developing people who believe in this country.														

Alpha = C .14 P .26 T .11
Pct. Trace, Prin. Comp. 1 =

Appendix H-1 (Continued)
Dimension 38
Political

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
463 N	15.1	5.3	2.0	2.5	1.5	2.6	68.2	39.8	15.0	.24	.51	.41	-.05	.50	-.46
	I think it is very sensible that most people limit their political activities as much as possible.														
464 N	15.1	0.3	0.0	1.8	1.5	1.3	56.1	39.8	38.6	.43	.58	.61	-.34	.67	-.60
	I have very little interest in politics or political matters.														
465 P	9.2	1.5	0.0	1.4	0.6	1.3	73.5	91.4	92.2	.40	.32	.36	.55	-.29	.28
	People should be more concerned with political matters that affect them.														
466 N	12.4	0.3	0.6	2.5	0.6	0.0	41.6	27.9	21.6	.49	.56	.58	-.50	.63	-.60
	I do not like politics or political matters and I do not want to take part in them.														
467 N	5.3	0.6	0.0	0.2	0.3	0.6	28.6	5.9	0.0	.16	-.05	0.0	.07	.44	0.0
	Since it does not matter much who gets elected, there is very little reason to vote.														
468 P	7.8	3.3	1.3	1.1	0.9	0.6	81.0	74.8	77.8	-.00	-.08	-.16	.41	-.41	.57
	People old enough to vote should be willing to give up some of their free time to help the candidate of their choice get elected.														
469 N	4.1	0.9	0.6	1.4	1.2	3.9	43.2	20.8	9.8	.30	.44	.29	-.18	.53	-.29
	I would not waste my time working to help get someone elected, because things are just about the same no matter who gets elected.														
470 P	11.7	1.8	2.0	1.6	0.9	0.6	64.1	64.4	64.7	.49	.44	.52	.67	-.33	.49
	There should be more groups trying to get people to take an active part in politics.														
471 P	16.5	4.2	0.6	1.8	2.7	1.3	68.9	87.8	92.2	.23	.27	.37	.06	-.37	.48
	People should take much more interest than they do in community problems and government.														
472 P	2.8	0.0	2.0	0.9	0.6	0.0	64.5	93.5	93.5	.26	.33	.29	.08	-.38	.30
	People should vote in every election.														
473 P	12.8	1.5	2.0	1.8	0.3	0.0	41.2	19.0	17.0	.38	.34	.44	.56	-.19	.44
	You cannot be a good citizen unless you take part actively in politics of some kind.														
474 N	18.1	3.6	3.9	3.2	1.8	1.3	53.8	32.9	23.5	.32	.49	.45	-.08	.43	-.45
	People who are old enough to vote often have better things to do with their time than think about political issues.														
475 P	20.1	2.7	2.0	2.3	1.5	1.3	45.8	13.6	2.0	.40	.14	.28	.43	.17	.24
	Nothing is more worthy of respect than political activity.														

Alpha = C .28 P .40 T .44
Pct. Trace, Prin. Comp. 1=
14.1 19.1 18.6

Appendix H-1 (Continued)

Dimension 39
Social Power, Leadership, Control Over Others

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
476 N	6.9	2.4	2.6	1.4	2.1	1.3	55.4	32.9	31.4	.31	.50	.40	.13	.55	.46
	I prefer to let others lead and make most of the decisions when I am working with them.														
477 P	3.7	3.0	4.6	0.5	0.9	0.6	52.0	37.1	27.4	.55	.58	.62	.66	.61	-.72
	I like to take charge of things when I work with a group.														
478 N	4.1	3.0	5.2	0.9	1.2	2.0	58.1	33.2	30.1	.37	.53	.62	-.04	-.59	.72
	I would rather be told what to do than to have to tell other people what to do.														
479 N	5.0	2.7	2.0	0.9	0.6	0.0	73.2	68.6	84.3	.24	.44	.37	.03	-.44	.35
	I would just as soon be a worker as the boss on some project.														
480 N	2.5	2.1	2.0	0.5	0.9	2.0	78.0	62.6	58.8	.43	.58	.48	-.34	.64	.53
	I do not like to tell other people what to do or give them orders.														
481 P	0.0	0.9	0.0	0.0	1.8	0.6	27.5	11.3	8.5	.51	.44	.29	.62	.48	-.35
	When I am with friends, I like to be the one who decides what to do.														
482 N	5.3	1.8	1.3	0.5	0.9	1.3	42.3	25.5	27.4	.41	.52	.44	-.10	-.56	.53
	I do not feel very good about it when I am called upon to direct and lead others.														
483 P	16.9	5.6	3.9	3.0	3.0	1.3	76.9	68.0	62.8	.23	.43	.45	.27	.38	-.35
	The satisfaction you get from leading others more than makes up for the problems of being a leader.														
484 P	16.5	2.7	7.2	2.8	0.9	0.6	59.3	55.2	45.1	.40	.40	.25	.56	.29	.07
	One of the qualities of a successful life is to have directed or to have led others.														
485 P	7.3	3.3	2.6	1.4	1.5	0.6	50.3	55.8	46.6	.40	.47	.30	.49	.42	-.02
	Getting other people to follow you is one of the greatest skills you can have.														
486 P	7.8	0.6	3.3	0.5	0.3	0.6	89.0	71.2	49.0	.25	.39	.40	.30	.32	-.41
	To be the leader of your group, whatever group it is, is an honor well worth seeking.														
487 P	8.9	2.7	5.2	1.6	0.3	1.3	46.0	32.3	26.1	.33	.46	.40	.41	.40	-.30
	Directing the work and activities of other people is one of the most pleasant things in life.														
674 (481R)	0.2	0.0	0.0	0.2	0.3	0.0	62.0	49.3	43.8	.50	.48	.40			
	When I am with friends, I do not like to be the one who decides what to do.														

Alpha = C .43 P .69 T .57

Pct. Trace, Prin. Comp. 1=

15.4 23.7 20.2

Dimension 40

Group-Centered

Uten Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
488 P I think it is all right for people to choose not to support the activities of groups to which they belong.	17.4	4.8	5.2	1.6	1.2	1.3	43.7	42.7	60.1	.32	.11	.21	.14	-.19	-.01
489 P When a decision has been made in a group, each member should help to carry it out even if he was against it in the beginning.	6.4	1.5	2.6	0.7	0.6	0.0	86.7	90.2	89.5	.33	.24	.40	.30	.18	.34
490 N I like sports where one person is against one other person better than I do team sports.	4.8	3.3	1.3	0.9	2.1	1.3	39.8	16.6	5.9	.26	.29	.07	-.08	-.21	.05
491 P Children should show team work in class.	2.3	1.2	3.9	1.1	0.9	0.6	91.5	93.2	96.1	.33	.31	.24	.31	.27	.29
492 P The best effort is a team effort.	4.8	3.3	7.2	0.7	0.3	1.3	79.6	76.6	66.7	.49	.65	.59	.57	.70	.66
493 P When you work as a team you usually get things done better than when you work alone.	3.9	1.8	7.2	0.7	0.9	1.3	81.2	78.3	72.6	.49	.58	.63	.56	.65	.71
494 P In general, I would rather work in a group than alone.	1.8	1.5	2.6	0.5	1.8	0.6	86.0	70.9	69.9	.40	.50	.59	.46	.52	.69
495 P It is very important to know how to work on a team.	0.2	0.3	1.3	0.2	0.3	1.3	94.5	98.2	96.7	.30	.18	.18	.36	.19	.17
496 P People should learn to work for the good of the group.	4.6	2.4	2.6	0.9	0.6	0.0	91.1	90.5	94.8	.38	.43	.34	.44	.44	.28
497 P Any group you belong to deserves your loyalty.	7.8	2.4	6.5	0.7	0.3	2.0	85.6	86.9	83.7	.35	.32	.33	.32	.34	.24
498 P Other things being equal, working as part of a group or team is better than working by yourself.	4.6	3.6	4.6	0.7	4.4	1.3	81.5	74.8	79.1	.52	.57	.56	.62	.62	.60
499 P Group efforts usually bring about better results and are more satisfying than those of a single person.	2.3	0.3	0.6	2.8	1.2	1.3	67.7	69.4	54.9	.48	.54	.60	.50	.59	.64
500 P A person should not let his own interests become more important than those of the groups to which he belongs.	14.2	4.2	6.5	2.8	1.5	0.6	63.8	53.1	54.9	.32	.43	.33	.19	.36	.16
501 P Group efforts usually bring about better results and are more satisfying than those of a single person.	0.5	0.3	0.0	0.7	1.5	2.0	83.8	71.5	68.0	.55	.63	.53			

Alpha = C .49 P .56 T .58

Pct. Trace, Prin. Comp. 1=
.55 16.6 19.9 19.9

Appendix H-1 (Continued)
Dimension 41
Economic, Concern for Money

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
501 P	4.4	0.6	0.0	0.5	0.0	1.3	50.6	11.6	1.3	.50	.42	.30	.50	.46	.39
	People should have one main goal in life -- to make as much money as possible.														
502 P	7.1	0.6	0.6	0.9	0.6	0.0	85.1	94.4	94.1	.37	.27	.30	.44	.39	.37
	It is extremely important to have good credit in stores and places where you do business.														
503 P	4.6	3.0	4.6	0.5	0.9	0.0	58.8	42.4	22.2	.46	.54	.45	.44	.56	.53
	America is great because it produces more things than any other country.														
504 P	3.2	4.2	5.9	0.0	0.9	0.6	84.0	80.4	80.4	.42	.45	.51	.47	.48	.47
	Whether we like it or not, money is important; therefore, schools should prepare children to make it and use it well.														
505 P	1.1	0.3	1.3	0.5	0.3	0.6	94.5	97.0	95.4	.17	.18	.33	.12	.18	.39
	Money may not be the most important thing in life, but if you are smart you will learn how to make it and spend it wisely.														
506 N	2.1	1.8	0.0	0.0	0.3	0.0	86.0	90.5	92.2	.26	.34	.21	-.18	-.32	-.03
	There are many other more important things in life to me than money.														
507 P	7.3	4.2	2.0	0.9	1.8	0.6	42.8	29.1	33.3	.21	.13	.05	-.10	-.26	-.36
	People who spend time thinking about the best ways to save and spend money money miss out on a great deal.														
508 P	7.6	4.2	6.5	1.1	1.8	2.6	70.5	71.2	65.4	.48	.50	.51	.49	.50	.50
	Producing and using things, together with making and using money, are some of the most important things in life.														
509 P	7.8	3.6	5.2	1.1	2.4	1.3	70.7	60.5	52.3	.45	.42	.54	.48	.34	.48
	One of the most important things to consider in electing someone to a high political office is whether he knows how to spend money wisely.														
510 P	8.0	3.0	5.2	0.2	1.8	1.3	72.1	49.9	32.0	.47	.54	.54	.51	.51	.58
	The success of our country depends mainly on its business and industry.														
511 P	1.1	2.4	7.2	0.9	0.6	1.3	95.2	95.2	84.3	.24	.29	.42	.31	.44	.48
	People should watch their money carefully.														
512 N	2.3	1.5	0.0	0.0	0.3	0.6	17.2	8.3	8.5	.21	.19	.20	-.16	-.20	-.12
	It is a waste of time to worry about saving money.														
513 P	11.0	3.6	4.6	2.1	1.2	0.0	73.7	85.5	71.9	.42	.31	.52	.45	.24	.52
	How things are made, bought, sold, and used are extremely important parts of our lives.														

Alpha = C .46 P .44 T .51
Pct. Trace, Prin. Comp. 1=
15.1 15.7 18.6

Appendix H-1 (Continued)
Dimension 42
Material Goods, Possessions, Money

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
514 N	4.1	4.2	4.6	0.0	0.6	0.6	59.3	19.0	19.6	.47	.28	.32	.47	-.22	-.30
	Owning lots of things and having lots of money only tie you down.														
515 P	1.6	1.8	1.3	0.0	1.8	1.3	40.0	35.0	32.0	.64	.64	.67	-.69	.68	.72
	Having lots of money is very important to me.														
516 P	6.0	3.3	3.3	0.7	1.2	0.6	54.2	69.7	74.5	.59	.55	.51	-.61	.57	.52
	It requires money to do the things I want to do and have the things I want to have, and that is why I think money is important.														
517 N	4.4	4.4	3.3	0.5	1.5	2.0	49.9	20.8	11.8	.53	.40	.45	.55	-.38	-.49
	I do not need money to be happy; in fact, money usually just gets in the way.														
518 P	1.8	1.2	2.0	0.5	0.3	0.0	53.3	34.1	32.0	.55	.57	.60	-.57	.60	.63
	I would like to have many fancy and expensive things.														
519 N	0.5	0.3	0.6	0.7	0.6	0.6	33.6	27.9	22.9	.45	.54	.52	.43	-.56	-.55
	Nice things and money are not very important to me.														
520 N	4.4	3.6	2.0	1.4	1.2	0.6	73.2	50.2	43.8	.41	.52	.48	.40	-.51	-.45
	I want to be happy, but I do not need money or the things money can buy to be that way.														
521 P	22.2	5.9	4.6	2.8	0.6	2.6	54.7	49.3	27.4	.34	.51	.31	-.28	.50	.21
	Because of the importance of money in leading a good life, a person should never miss the chance to acquire it.														
522 P	2.8	2.7	4.6	0.7	1.8	2.6	52.0	40.1	39.9	.55	.58	.64	-.58	.63	.71
	Useful, beautiful, and expensive things, as well as the money to buy them, are very important to me.														
523 N	0.2	0.3	0.6	0.5	1.2	2.0	74.6	80.1	79.1	.41	.28	.24	.40	-.19	-.13
	Money is not as worthy a goal as honor, comfort, or success.														
524 P	3.7	2.1	0.6	0.7	1.2	1.3	57.9	42.7	39.2	.04	.27	.38	.19	.16	.29
	There are few things more satisfying than having things like a fine home, furniture, and money.														
525 N	1.6	2.1	2.6	0.0	0.9	0.0	54.7	40.6	32.0	.57	.61	.69	.58	-.63	-.73
	I do not care very much about having money and expensive things.														
670 N (519)	0.0	0.0	0.0	0.9	0.6	0.6	42.6	30.0	22.9	.58	.50	.65			
	Nice things and money are not very important to me.														
676 P (523R)	0.5	0.0	0.0	0.7	0.3	0.0	48.5	50.7	58.2	.46	.46	.41			
	Money is as worthy a goal as honor, comfort, or success.														

Alpha = C .67 P .70 T .71
Pct. Trace, Prin. Comp. 1=
24.9 25.2 26.6

Appendix H-1 (Continued)
Dimension 43
Social Egalitarian

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
526 N	11.0	1.2	0.6	1.8	0.3	0.0	28.2	9.8	4.6	.48	.26	.29	-.05	-.25	.33
	In a group, if you are smart you will not allow everyone to have an equal say in making important decisions.														
527 P	2.8	0.9	4.6	0.0	1.8	2.0	93.6	90.8	79.7	.22	.19	.25	.51	.28	.20
	People should be judged according to the same standards, no matter what their color, race, or beliefs.														
528 P	3.7	0.0	0.0	0.0	0.0	0.0	78.0	98.2	99.4	.42	.28	.08	.40	.55	.32
	A person should be willing to listen to all sides of an argument.														
529 N	3.2	0.6	0.0	0.5	0.6	2.0	18.8	8.9	2.6	.38	.35	.16	-.23	-.46	.11
	We should not allow marriages between people of very different races, because it just leads to trouble.														
530 N	6.6	5.6	4.6	0.0	1.8	0.6	69.6	37.4	18.3	.41	.56	.40	.19	-.38	.65
	If you treat certain groups in this country the same way as everyone else, they will take advantage of you.														
531 N	13.0	8.0	10.5	0.9	3.6	3.9	68.4	61.4	36.6	.30	.50	.56	.12	-.36	.53
	Unless some people, like those who cause trouble, are treated rougher than the rest of us the whole country will suffer.														
532 N	6.2	3.0	5.2	0.7	1.2	2.0	79.9	73.3	64.0	.19	.33	.42	.46	.02	.49
	Perhaps everyone should try to get along, but when some people start going against what you know is right they should be stopped.														
533 P	2.1	1.5	1.3	0.0	0.3	0.6	87.9	93.8	88.2	.29	.26	.42	.40	.32	.37
	People should treat everybody the same way, no matter what their race or beliefs.														
534 N	5.0	0.9	3.9	1.6	0.3	0.6	42.6	23.7	26.1	.51	.51	.54	.62	-.51	.38
	It is only normal and right that we treat people in our group better than people in other groups.														
535 P	9.8	3.9	5.9	1.6	1.2	1.3	73.7	75.7	79.7	.29	.43	.42	.40	.40	-.03
	We may never have peace if we do not let other people have the right to their own way of life, no matter how strange that may be.														
536 P	5.7	1.5	4.6	0.7	0.9	0.6	84.7	92.0	86.9	.22	.22	.32	.40	.05	.46
	In a good society, everyone should be treated with respect and fairness, regardless of who he is or what he has done.														
537 P	6.4	0.6	2.6	1.4	0.9	1.3	87.2	95.0	93.5	.32	.26	.23	.46	.46	.07
	A good person always tries to understand the other person's opinions and beliefs.														
538 P	6.0	1.2	0.6	0.0	1.2	0.0	89.7	96.7	96.1	.32	.24	.23	.35	.29	-.21
	Everyone should have the same opportunity to get an education, a good job, or decent housing, no matter what their race or income.														

Alpha = C .37 P .40 T .42
Pct. Trace, Prin. Comp. 1 =
12.0 13.5 13.4

Appendix H-1 (Continued)

Dimension 44
Responsibility

<table>
<tr><th rowspan="3">Item Number and Keying</th><th colspan="9">Percentages</th><th colspan="3" rowspan="2">Item-Scale Correlation</th><th colspan="3" rowspan="2">First Principal Component</th></tr>
<tr><th colspan="3">Question Mark</th><th colspan="3">Blank</th><th colspan="3">Agree</th></tr>
<tr><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th></tr>
<tr><td>539 P</td><td>0.5</td><td>0.6</td><td>0.6</td><td>0.7</td><td>0.3</td><td>0.6</td><td>94.0</td><td>97.9</td><td>98.0</td><td>.20</td><td>.12</td><td>-.00</td><td>-.04</td><td>-.15</td><td>.17</td></tr>
<tr><td></td><td colspan="15">Children should have to do some chores around the house.</td></tr>
<tr><td>540 N</td><td>10.8</td><td>1.5</td><td>2.0</td><td>1.6</td><td>1.2</td><td>0.6</td><td>55.6</td><td>14.0</td><td>10.5</td><td>.49</td><td>.54</td><td>.43</td><td>.58</td><td>.68</td><td>.54</td></tr>
<tr><td></td><td colspan="15">I do not feel responsible for the way most of the tings I do turn out, because they are usually beyond my control.</td></tr>
<tr><td>541 P</td><td>0.7</td><td>0.0</td><td>0.0</td><td>0.0</td><td>0.3</td><td>0.0</td><td>95.0</td><td>98.5</td><td>98.7</td><td>.15</td><td>.10</td><td>.08</td><td>.09</td><td>-.08</td><td>-.08</td></tr>
<tr><td></td><td colspan="15">Children should take care of picking up their clothes and toys.</td></tr>
<tr><td>542 P</td><td>2.1</td><td>1.5</td><td>1.3</td><td>0.5</td><td>0.3</td><td>0.0</td><td>89.5</td><td>84.0</td><td>83.7</td><td>.10</td><td>.17</td><td>.42</td><td>.21</td><td>.15</td><td>-.35</td></tr>
<tr><td></td><td colspan="15">When things go wrong, I usually wonder what I did to cause it.</td></tr>
<tr><td>543 P</td><td>0.9</td><td>0.0</td><td>1.3</td><td>0.0</td><td>0.6</td><td>0.6</td><td>95.6</td><td>97.9</td><td>94.1</td><td>.22</td><td>.18</td><td>.27</td><td>-.04</td><td>-.11</td><td>-.38</td></tr>
<tr><td></td><td colspan="15">If you do something wrong, it is up to you to straighten things out.</td></tr>
<tr><td>544 N</td><td>4.8</td><td>1.5</td><td>0.6</td><td>0.7</td><td>1.8</td><td>2.0</td><td>59.3</td><td>18.1</td><td>2.6</td><td>.53</td><td>.49</td><td>.13</td><td>.62</td><td>.63</td><td>.08</td></tr>
<tr><td></td><td colspan="15">Most of our troubles can be blamed on bad luck; few of them are our own making.</td></tr>
<tr><td>545 P</td><td>4.1</td><td>3.9</td><td>7.2</td><td>0.5</td><td>1.2</td><td>1.3</td><td>86.3</td><td>75.7</td><td>64.7</td><td>.13</td><td>.19</td><td>.26</td><td>.16</td><td>.19</td><td>.21</td></tr>
<tr><td></td><td colspan="15">When a person has accepted a job, he should let nothing stand in the way of his doing it.</td></tr>
<tr><td>546 N</td><td>4.4</td><td>2.7</td><td>3.3</td><td>0.0</td><td>0.9</td><td>0.6</td><td>21.3</td><td>30.0</td><td>32.7</td><td>.38</td><td>.36</td><td>.43</td><td>.34</td><td>.13</td><td>.47</td></tr>
<tr><td></td><td colspan="15">If you can arrange it, it is a good idea to get others to do the work you do not want to do.</td></tr>
<tr><td>547 P</td><td>5.0</td><td>1.8</td><td>8.5</td><td>0.5</td><td>1.5</td><td>3.9</td><td>90.2</td><td>86.9</td><td>80.4</td><td>.22</td><td>.26</td><td>.38</td><td>.00</td><td>-.06</td><td>-.47</td></tr>
<tr><td></td><td colspan="15">A person should do everything he can to make up for any loss he may have caused others to suffer.</td></tr>
<tr><td>548 P</td><td>4.6</td><td>0.3</td><td>0.5</td><td>0.9</td><td>0.0</td><td>0.0</td><td>75.7</td><td>92.9</td><td>98.0</td><td>.31</td><td>.30</td><td>.07</td><td>-.08</td><td>-.33</td><td>.14</td></tr>
<tr><td></td><td colspan="15">If something a friend loaned me ever got lost, I would see that he got paid back even if it was not my fault.</td></tr>
<tr><td>549 N</td><td>4.6</td><td>1.2</td><td>1.3</td><td>0.7</td><td>0.9</td><td>0.6</td><td>62.2</td><td>15.4</td><td>8.5</td><td>.55</td><td>.47</td><td>.26</td><td>.60</td><td>.60</td><td>.25</td></tr>
<tr><td></td><td colspan="15">When something I have done turns out wrong, I seldom feel that it is my fault.</td></tr>
<tr><td>550 N</td><td>6.2</td><td>1.5</td><td>3.3</td><td>1.1</td><td>0.0</td><td>2.6</td><td>48.3</td><td>16.9</td><td>17.6</td><td>.44</td><td>.52</td><td>.31</td><td>.40</td><td>.55</td><td>.08</td></tr>
<tr><td></td><td colspan="15">When you are given something to do and you get someone else to help you, it is not your fault if they do it wrong.</td></tr>
</table>

Appendix H-1 (Continued)
Dimension 44 continued

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
551 N	8.5	2.4	3.9	0.9	1.2	0.6	65.7	18.4	19.0	.42	.44	.38	.54	.48	.34
	You are not to blame when people you are in charge of do their work badly.														
552 N	3.4	4.8	6.5	0.0	2.4	2.0	62.0	34.7	26.1	.54	.48	.39	.62	.46	.47
	Usually, it is not your fault when something you were asked to do turns out wrong.														

Alpha = C .48 P .43 T .21
Pct. Trace, Prin. Comp. 1=
15.2 15.8 10.8

Appendix H-1 (Continued)
Dimension 45
Benevolent, Altruism

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
553 P I try to help other people who are less fortunate than I am.	5.3	0.9	0.0	0.0	0.9	1.3	87.6	95.3	93.5	.31	.31	.34	.30	-.37	.39
554 P I would like to have friends who would work with me to find ways to help others less fortunate than we are.	5.7	0.9	2.0	0.9	1.2	2.6	90.2	85.8	81.7	.34	.40	.50	-.36	-.43	.55
555 P I think people should share their things with others who have less than they have.	3.2	5.3	7.8	0.5	2.1	0.6	91.5	73.0	75.2	.30	.41	.51	-.30	-.40	.53
556 P I have a deep concern for others, and I am willing to go out of my way to help them.	5.0	2.7	2.6	0.7	0.3	2.0	80.3	80.7	77.1	.40	.47	.57	-.40	-.52	.62
557 P People who have the money should be willing to pay more for hospital and medical care in order for poor people to get better treatment.	2.8	3.3	5.9	0.5	1.5	0.6	85.1	47.8	36.6	.35	.32	.32	-.34	-.21	.21
558 N It is stupid to give money to charity; you should think of yourself first.	2.3	2.7	0.6	0.7	0.3	1.3	24.0	8.3	3.3	.48	.28	.17	.50	.29	-.12
559 N I do not feel that it is up to me to help take care of others.	3.9	4.4	3.3	0.0	0.9	2.6	35.9	27.0	17.0	.47	.55	.45	.47	.60	-.50
560 P It is important to live for others rather than for yourself.	7.3	5.3	7.2	0.9	2.1	2.0	39.8	38.0	32.0	.33	.46	.51	-.24	-.42	.47
561 P I would like to spend a lot of time helping people.	0.5	0.0	0.0	0.7	0.6	0.0	86.5	69.1	80.4	.47	.48	.53	-.51	-.51	.59
562 N We must, of course, help others, but it is more important that we help ourselves.	2.3	2.7	6.5	0.2	0.9	0.6	66.8	75.1	78.4	.49	.44	.52	.51	.40	-.53
563 N What you get from the world is more important than what you give to it.	6.2	3.0	0.6	1.6	1.8	0.0	45.1	11.6	7.8	.45	.34	.28	.46	.36	-.28
564 N In truth, it is what a person does for himself that counts, not what he does for others.	6.0	3.3	3.9	0.5	0.0	1.3	49.2	27.0	16.3	.54	.55	.37	.56	.55	-.35
565 N Think about yourself first and then about other people.	4.1	3.6	6.5	0.7	1.2	0.0	48.7	39.2	27.4	.56	.43	.45	.58	.39	-.42
566 N It is foolish to help others so much that you do not have enough time for yourself.	2.3	3.3	2.0	0.2	2.7	0.6	62.9	69.4	67.3	.46	.50	.38	.47	.50	-.31

Dimension 45 continued

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
567 N	7.6	1.2	2.0	1.4	1.5	0.6	54.2	73.9	59.5	.45	.48	.53	.43	.46	-.52
	It may be fine to help other people, but I have only a limited amount of time for it.														
568 P	6.4	3.9	3.9	0.5	0.6	1.3	75.3	84.9	79.1	.22	.32	.31	-.11	-.29	.28
	The best human beings are those who do the kindest and most generous things for other people without getting any favors in return.														
682 N	0.2	0.0	0.0	0.5	0.2	0.0	17.8	23.7	18.3	.48	.33	.45			
(561R)	I would not like to spend a lot of time helping people.														

Alpha = C .68 P.69 T .70
Pct. Trace, Prin. Comp. 1=
18.3 18.8 19.4

Appendix H-1 (Continued)
Dimension 46
Love; Affection

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
569 N	9.4	3.9	3.3	1.4	0.9	0.6	67.5	60.8	37.9	.31	.25	.49	.03	-.03	.55
	I prefer to not get too tied up in personal relationships.														
570 N	5.0	0.9	2.6	0.5	0.6	0.0	49.0	28.8	17.0	.46	.49	.38	-.33	-.46	.40
	Schools have more important things to do than teach children to love and consider others.														
571 N	10.3	1.8	3.9	2.1	0.6	3.9	28.6	8.0	13.1	.30	.18	.37	-.01	-.10	.38
	Children who are not close to each other and their parents are probably just as happy as other children.														
572 N	3.2	0.6	0.0	1.1	0.0	0.0	24.5	9.8	4.6	.34	.27	.14	-.15	-.19	.16
	I am not very interested in whether I am wanted and needed.														
573 P	2.8	3.3	7.8	0.0	0.6	0.0	81.9	72.1	73.2	.19	.27	.21	.13	.25	.15
	A country will never be great as long as it has people who hate and fight.														
574 N	1.8	2.4	3.3	0.0	0.9	0.6	70.9	55.8	43.8	.33	.40	.31	.02	-.26	.01
	It does not bother me to fight with other people if it is necessary.														
575 P	2.1	1.5	2.6	0.2	0.3	0.6	89.9	86.9	85.0	.26	.37	.26	.49	.50	-.26
	Perhaps the nicest thing that you can say about a person is that he is loved and wanted.														
576 P	7.6	4.4	4.6	0.2	1.8	0.6	60.2	83.4	88.9	.44	.47	.32	.66	.60	-.36
	Schools should teach children to love and be loved.														
577 P	5.7	3.6	4.6	0.5	1.2	0.6	67.7	62.6	71.9	.37	.36	.37	.50	.34	-.22
	I think that teachers should be warm and loving above everything else.														
578 N	14.6	6.8	13.7	2.3	1.2	2.0	70.2	64.7	49.0	.17	.36	.38	.22	-.25	.46
	Perhaps the present attention given to love and affection is healthy, but often more important things are forgotten.														
579 N	10.1	5.9	5.9	1.1	1.5	3.9	53.1	39.2	22.9	.48	.48	.46	.31	-.46	.62
	Some people say that the solution to human problems is love, but I doubt that they are right.														
580 P	4.1	3.0	3.3	0.2	0.0	0.6	70.5	85.2	86.9	.44	.42	.52	.67	.56	-.62
	Loving someone is the finest thing a person can do.														
581 P	8.5	2.4	5.9	1.1	0.6	2.6	65.9	75.7	66.7	.41	.47	.54	.49	.56	-.31
	If you are truly loved, you can stand all the problems that may come your way.														

Alpha = C .41 P .47 T .44
Pct. Trace, Prin. Comp. 1 =
14.6 15.5 15.2

Appendix H-1 (Continued)

Dimension 47

Friends

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
582 P	1.4	1.2	2.6	0.5	0.3	2.0	81.9	77.4	79.1	.45	.54	.50	-.50	-.60	-.52
	Life without friends is worth very little.														
583 N	3.4	1.2	0.6	0.2	0.3	0.0	33.4	35.0	24.2	.52	.50	.43	.57	.52	.40
	Although I like to have friends, it does not bother me very much when I do not have any.														
584 N	1.6	1.8	2.0	0.0	0.6	0.6	13.0	13.4	9.8	.44	.34	.42	.52	.37	.46
	I believe that life is worth living without friends.														
585 N	1.6	3.9	5.9	0.2	1.2	1.3	60.6	60.2	62.1	.48	.49	.59	.46	.46	.56
	Friends are not the most important thing I have in life.														
586 P	4.1	3.6	4.6	0.5	0.6	2.0	72.8	67.7	74.5	.47	.53	.52	-.44	-.54	-.54
	There is nothing as precious as good friends.														
587 N	0.0	0.6	0.0	0.0	1.5	0.6	31.6	12.5	10.5	.55	.47	.16	.60	.54	.07
	A person can be happy without friends or sincere friendships.														
588 P	5.5	1.8	7.2	0.9	0.3	1.3	74.4	81.3	79.7	.33	.42	.32	.26	-.43	-.26
	When we lose our friendship and affection for others, we destroy ourselves.														
589 P	5.0	5.0	11.8	0.5	1.8	1.3	81.7	59.6	55.6	.30	.37	.49	-.24	-.30	-.47
	The best kind of protection against bad times is to have good friends.														
590 P	3.7	5.3	13.1	0.2	1.2	3.3	43.5	32.3	32.7	.38	.39	.59	-.30	-.33	-.61
	Having friends is what life is all about.														
591 N	1.4	0.9	3.3	0.5	0.6	0.0	31.4	63.2	71.9	.54	.57	.56	.59	.58	.56
	You can have a very happy and complete life without having a lot of friends.														
592 N	1.8	0.6	1.3	0.5	0.3	0.0	38.0	24.3	15.0	.43	.36	.39	.42	.34	.42
	I would not like to have very many friends because they might interfere with other things that I would like to do.														
593 N	2.3	2.7	3.3	0.5	3.0	1.3	55.8	51.3	24.2	.41	.42	.53	.36	.37	.55
	I do not like it when friends take up very much of my time.														
675 P (587R)	0.0	0.0	0.0	0.2	0.6	0.6	77.4	83.1	85.0						
	A person cannot be happy without friends or sincere friendships.														

Alpha = C .63 P .64 T .67
Pct. Trace, Prin. Comp. 1=
20.1 21.1 22.6

Appendix H-1 (Continued)

Dimension 43

Discipline-Permissiveness

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
594 P	7.8	2.4	3.3	1.1	0.6	0.0	91.5	94.1	95.4	.22	.13	.36	.16	.06	.41
	Children should mind their parents.														
595 P	0.9	6.5	12.4	0.2	1.2	1.3	78.3	74.2	61.4	.38	.47	.45	.39	.54	.44
	When someone does something wrong he should be punished.														
596 P	4.6	2.7	2.6	0.9	0.9	0.6	66.6	37.7	14.4	.46	.53	.53	.52	.60	.63
	All of us need and must have whipping when we are children, if we are to grow up healthy and unspoiled.														
597 P	2.8	2.1	7.8	0.7	0.0	0.0	86.3	91.7	77.1	.31	.37	.43	.30	.44	.39
	When children talk back to their parents, they must be corrected immediately and firmly.														
598 N	24.3	3.9	7.8	5.3	2.1	2.0	57.7	42.4	51.0	.29	.43	.44	-.10	-.34	-.38
	It is seldom true that if you spare the rod you will spoil the child.														
599 N	4.8	3.0	3.3	2.1	0.9	0.0	52.2	24.0	13.1	.47	.37	.27	-.46	-.30	-.16
	If you are strict with children, they probably will fail to grow up the way they should.														
600 N	3.2	3.6	2.0	0.7	1.5	1.3	71.6	88.7	93.5	.52	.28	.40	-.58	-.25	-.46
	The best way to raise children is with patience and kindness, rather than punishment.														
601 P	1.6	5.9	11.8	0.2	0.6	3.3	94.0	79.5	58.8	.20	.45	.52	.17	.52	.56
	If someone breaks a rule or a law, he needs to be punished so that he will not do it again.														
602 P	7.1	1.2	5.2	1.6	0.3	1.3	72.8	96.1	91.5	.41	.24	.25	.44	.26	.24
	A certain amount of strictness builds better character.														
603 N	3.9	1.8	2.0	1.1	0.0	0.6	60.6	46.3	50.3	.53	.53	.43	-.56	-.51	-.37
	Strictness does not usually build better character.														
604 N	9.2	4.5	5.2	1.1	1.2	1.3	84.4	79.2	83.0	.20	.25	.32	-.06	-.10	.27
	Physical punishment of children should be used only under extreme conditions.														
605 N	3.7	9.5	13.7	0.2	1.8	0.6	74.4	57.6	64.7	.43	.44	.42	-.48	-.37	-.35
	When children do something wrong, instead of punishing them, parents should talk to them, reason with them, or perhaps just forgive them.														
606 P	2.3	2.4	2.6	0.0	0.3	0.0	35.0	37.7	21.6	.41	.55	.59	.40	.61	.68
	We need more good old whippings to teach children respect.														

Alpha = C .52 P .57 T .60

Pct. Trace, Prin. Comp. 1=

15.7 17.2 18.8

Appendix H-1 (Continued)

Dimension 49
Sociability, Friendliness, Love

Item Number and Keying	Percentages: Question Mark			Blank			Agree			Item-Scale Correlation			First Principal Component			
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	
607 P	2.1	0.9	1.3	0.0	0.3	0.0	91.8	93.8	89.5	.30	.36	.51	-.43	-.50	.69	People should at all times try to be friendly, get along well with others, and love mankind.
608 N	5.0	2.1	5.2	0.5	0.9	0.6	77.6	75.4	68.0	.30	.29	.24	.12	.20	-.09	If you do not fight for your rights, you will be less of a person.
609 N	4.4	2.7	3.3	0.0	1.2	0.6	56.8	55.8	53.6	.43	.43	.50	.55	.37	-.35	There are a number of people that I am not friendly with, and I see no reason why I should be.
610 N	16.5	2.7	2.0	4.4	2.1	0.6	61.3	14.2	12.4	.40	.32	.19	.42	.20	.06	I admire people who revenge wrongs that other people do them.
611 N	8.9	2.4	3.3	1.8	1.8	0.0	26.3	29.7	30.7	.45	.58	.58	.59	.66	-.64	I do not place a lot of importance on being friendly with everyone.
612 N	13.5	1.2	1.3	0.9	0.6	0.6	44.4	23.7	11.8	.42	.36	.30	.38	.30	-.27	I seldom go out of my way to get along with people.
613 N	5.3	3.9	7.8	0.7	2.1	1.3	31.4	19.6	17.6	.49	.41	.38	.47	.36	-.30	When someone does you a wrong, you should fight him in some way rather than just try to get along with him.
614 P	1.8	0.9	0.6	0.5	0.9	0.6	91.1	88.1	90.2	.22	.37	.58	-.21	-.50	.75	It is very important to me to like other people and get along with them.
615 P	2.1	0.9	0.6	0.7	0.0	0.0	93.1	96.4	94.1	.16	.20	.37	-.02	-.26	.54	One of the greatest qualities a person can have is the ability to get along with people.
616 P	4.6	2.7	3.9	0.5	0.9	1.3	77.6	64.7	50.3	.20	.33	.41	.06	-.34	.46	The nicest thing you can say about a person is that he is able to get along with everybody.
617 P	2.1	5.0	9.2	0.2	1.2	1.3	74.6	72.4	65.4	.30	.36	.41	-.11	-.24	.31	It is stupid to try to fight with others.
618 P	6.4	2.7	5.9	0.7	1.2	2.0	66.1	57.9	58.2	.13	.08	.08	.30	.27	-.28	There are a few things more important for a person to learn than how to get along with other people.
619 N	7.1	0.9	1.3	0.9	0.0	1.3	30.7	27.9	35.3	.38	.58	.47	.47	.69	-.49	I do not go along with the idea that it is very important to love everyone and try to get along with them.

Alpha = C .31 P .44 T .49

Pct. Trace, Prin. Comp. 1=
13.6 16.7 20.3

Appendix H-1 (Continued)

Dimension 50
Communication, Democratic Processes

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component			
	Question Mark			Blank			Agree									
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T	
620 P	5.3	3.3	5.9	0.5	0.6	1.3	89.5	65.3	74.5	.28	.36	.50	-.24	-.18	-.16	I think children should have a good deal to say in the affairs of the family.
621 N	16.0	0.6	0.0	1.6	1.2	0.0	51.0	11.9	5.9	.51	.43	.21	.61	.54	-.26	Children should not be encouraged to give their views, if these do not agree with those of adults.
622 N	6.4	0.6	1.3	1.6	0.0	0.0	52.2	14.5	4.6	.47	.34	.29	.56	.54	-.02	Getting people together to talk over their problems seldom settles things.
623 P	5.0	1.8	2.6	1.1	0.6	0.0	87.9	84.9	95.4	.27	.28	.29	-.31	-.18	.38	Each member of the family should be allowed to participate in making decisions on family matters.
624 P	2.5	0.0	0.0	0.5	0.0	0.0	92.0	98.5	99.4	.26	.08	.27	-.25	-.18	.42	In the home, children and parents should be able to discuss matters and problems openly.
625 P	4.4	2.4	7.2	1.1	1.5	2.6	74.8	71.2	58.2	.17	.13	.16	-.11	-.12	-.33	We would have less trouble with other people if we would let them say what they think.
626 N	13.3	3.9	3.9	1.6	2.4	1.3	58.6	40.6	24.2	.43	.49	.34	.45	.59	.44	Instead of gaining from the free discussion of ideas, most people only get confused.
627 P	3.9	1.2	0.6	0.2	0.3	0.6	86.7	89.3	93.5	.30	.26	.21	-.31	-.21	.49	Most problems between people can be solved by talking about them.
628 N	2.1	3.3	0.0	0.5	0.6	1.3	46.4	39.8	24.2	.39	.37	.41	.28	.09	.14	I do not like to talk about my problems.
629 N	7.1	0.6	0.5	0.5	0.6	0.0	48.3	50.2	19.6	.44	.46	.47	.43	.43	.48	People waste a lot of time and effort talking about their own and society's problems.
630 N	4.4	0.9	1.3	0.0	0.6	1.3	35.2	15.1	6.5	.49	.42	.40	.57	.62	.69	Talk usually does not settle any problems, but it does waste a lot of time.
631 N	4.4	2.1	2.6	1.1	0.3	0.0	84.0	95.2	94.1	.30	.24	.21	.21	.28	.24	If you know what needs to be done you should do it, rather than spending a lot of time talking to other people.
632 P	4.4	3.6	6.5	0.5	0.3	0.0	71.6	56.1	46.4	.15	.23	.39	.13	.24	.08	People should freely discuss anything and everything with one another.

Alpha = C .40 P .27 T. 23
Pct. Trace, Prin. Comp. 1=
14.4 13.9 13.4

Appendix H-1 (Continued)

Dimension 51
Consideration, Respect for Others, Listening to Others

Item Number and Keying	Percentages									Item-Scale Correlation			First Principal Component		
	Question Mark			Blank			Agree								
	C	P	T	C	P	T	C	P	T	C	P	T	C	P	T
633 P	0.9	0.9	0.0	0.2	0.3	0.0	94.3	94.4	91.5	.20	.09	.23	-.20	.20	-.06
	You should never take anything that belongs to others.														
634 P	2.3	1.2	3.3	0.9	0.3	0.6	88.3	92.6	87.6	.20	.16	.28	-.03	.17	.38
	Before I say something, I think about whether or not it might hurt someone.														
635 N	5.7	3.0	2.0	1.4	0.3	0.0	53.6	27.0	13.7	.44	.40	.24	.52	.36	-.07
	You should say what you have to say, without worrying about its effect on other people.														
636 N	5.3	5.3	5.2	0.7	1.5	0.6	67.7	36.5	24.2	.40	.44	.26	.37	.46	.61
	People who say we should try to understand and forgive criminals do not know what they are talking about.														
637 N	3.7	0.6	3.9	0.2	0.3	1.3	65.9	57.3	44.4	.44	.42	.54	.59	.66	.59
	Most of us have enough troubles without worrying about other people.														
638 P	0.0	0.6	0.6	0.2	0.9	2.0	79.6	56.4	51.6	.22	.25	.34	.18	.39	.20
	I can forgive people for their faults, as long as they are kind and considerate.														
639 N	2.3	2.1	7.2	0.0	0.3	1.3	64.3	80.4	69.9	.41	.45	.37	.40	.31	.32
	People who talk too long deserve to be interrupted.														
640 P	3.7	7.1	11.1	0.7	0.6	2.0	73.2	75.7	72.6	.28	.30	.22	-.10	.25	.44
	We should give up activities that cause trouble for others.														
641 N	5.5	0.9	3.3	0.2	0.6	0.0	49.9	24.0	13.1	.52	.42	.35	.67	.61	.41
	If you consider the rights and feelings of others, you probably will not get too much done.														
642 P	5.3	2.1	2.6	0.0	1.2	1.3	79.6	88.7	88.2	.26	.28	.25	.05	.02	-.28
	We cannot be happy unless we respect the opinions and rights of others.														
643 P	3.9	0.0	0.0	0.2	0.3	0.0	92.2	95.6	96.7	.18	.11	.16	.04	.12	-.20
	You cannot work well with other people unless you listen with respect to what they have to say.														
644 N	6.0	3.3	3.9	0.9	1.2	1.3	54.2	47.2	43.1	.38	.49	.52	.37	.52	.35
	If I listened to everything people wanted to say, I would be a very unhappy person.														
671 P (638)	0.2	0.3	0.0	0.5	1.2	0.0	83.5	59.6	56.2						
	I can forgive people for their faults, as long as they are kind and considerate.														

Alpha = C .31 P .29 T .23

Pct. Trace, Prin. Comp. 1=
13.2 15.2 13.5

APPENDIX H-2

Item and Scale Data for 17 Final Scales

Dimension 1
Persistence (4, 7)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
49 N	10.3	3.3	2.6	0.2	0.9	0.6	43.5	24.3	19.0	.41	.48	.30
	It is fine to want to know what makes something work, but if you are sensible you will not spend a lot of time trying to find out.											
50 P	3.9	0.9	2.6	0.5	0.0	1.3	88.1	95.0	87.6	.26	.26	.26
	People may not like it, but you should keep asking questions until you understand what is being said.											
51 N	3.4	1.2	5.9	0.2	0.3	0.6	29.3	24.3	32.7	.50	.54	.60
	I would rather have someone tell me the answer to something than take an hour or more trying to figure it out.											
54 P	2.8	0.9	1.3	0.2	0.6	0.6	76.7	73.0	62.1	.35	.39	.54
	When I see something I do not understand, I spend a lot of time trying to find out more about it.											
58 P	7.6	1.5	2.6	0.9	1.2	0.0	76.2	83.7	78.4	.27	.30	.48
	You should try different ways of solving a problem rather than taking the first solution that seems to work.											
60 N	3.2	5.3	3.3	0.5	0.6	2.0	57.7	49.3	48.4	.44	.57	.58
	Trying to find answers to difficult questions is fine for some people, but I would rather get answers quickly so I can get something done.											
89 P	3.2	2.7	6.5	0.2	2.7	1.3	89.9	84.0	64.0	.31	.34	.51
	You should not quit a difficult task until it is finished.											
92 P	3.9	2.1	3.3	0.5	0.9	0.6	86.3	84.6	77.8	.30	.19	.06
	Children should learn as early as possible the importance of working long and hard to obtain what they want.											
93 P	12.1	0.9	1.3	2.3	1.5	0.0	82.2	95.0	96.7	.34	.14	.07
	There is nothing quite so satisfying as reaching a goal we have set ourselves, especially if it is a difficult one.											
95 N	4.1	1.2	4.6	1.1	1.2	2.6	55.2	40.6	47.7	.49	.53	.50
	I usually stop working on a job or problem when it seems I am not getting anywhere with it.											
96 N	2.8	3.0	0.6	0.2	0.9	0.0	48.7	25.8	26.8	.55	.52	.55
	Generally, if I am having trouble with something I would rather give up on it and move on to something else.											
97 N	3.0	0.6	1.3	0.0	0.9	0.6	42.8	22.0	20.9	.51	.59	.56
	I would rather not work on a problem that I know will take a long time to solve.											

Alpha = C .53 P .58 T .62

Appendix H-2 (Continued)
Dimension 2
Competition (8)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
98 P	4.8	2.1	6.5	0.2	0.3	2.0	75.5	71.2	43.8	.40	.59	.66
	Competing against others is a great deal of fun.											
99 N	11.0	1.2	3.3	2.1	0.6	1.3	24.7	7.1	3.3	.29	.26	.24
	Competition is unhealthy for children.											
101 P	2.3	0.9	2.0	0.2	0.0	0.0	82.4	83.1	64.7	.47	.49	.51
	You should try to be the winner in games and sports.											
102 N	0.2	0.0	0.0	0.7	0.9	0.7	60.2	43.3	49.0	.43	.48	.54
	I am not interested in trying to do things better than most people.											
106 P	2.8	1.8	2.6	0.2	1.2	0.6	62.7	37.7	20.3	.54	.54	.45
	I like to choose an activity and beat someone at it.											
108 N	3.2	0.6	2.6	0.5	0.3	0.0	44.4	16.6	17.0	.48	.44	.37
	It is wrong to try to beat others at things like getting good grades in school.											
109 P	1.1	0.6	1.3	0.7	2.1	1.3	68.7	42.4	24.4	.46	.40	.47
	Playing games is fun, but the greatest fun is winning.											
110 N	11.0	3.3	2.0	1.4	1.2	1.3	41.7	19.0	26.1	.34	.42	.43
	If you have to compete with other people to get what you want, it spoils it.											
680 P	0.0	0.0	0.0	0.0	0.0	0.0	64.5	73.6	56.9	.54	.51	.50
	I am interested in trying to do things better than most people.											

Alpha = C .48 P .54 T .57

Appendix H-2 (Continued)
Dimension 3
Success (9)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
112 P	4.4	4.4	5.9	0.9	0.9	0.6	74.6	58.5	59.5	.59	.61	.63
	Other things may be more important to some people, but being successful is very important to me.											
113 N	0.5	0.3	0.0	0.5	2.1	0.0	20.1	15.7	6.5	.52	.51	.47
	I do not think success is very important.											
115 N	4.6	7.4	7.8	1.1	1.5	3.9	49.0	38.0	32.7	.60	.67	.66
	I am not interested in being successful; there are more important things in life.											
116 P	5.0	3.3	3.3	0.9	1.5	0.6	85.4	91.7	94.8	.52	.47	.59
	I want to be a success.											
117 P	2.5	0.9	0.6	0,2	0.6	2.0	91.8	96.1	93.5	.37	.25	.36
	It is good to want to be a great success at something.											
121 N	4.6	2.7	4.6	0.2	0.9	0.6	31.8	22.3	14.4	.63	.61	.60
	I do not much care about being a success in the world.											
122 N	16.7	3.3	3.9	2.8	1.8	0.0	35.9	19.0	7.2	.59	.42	.48
	I think success is unsatisfying and only makes one hunger for more.											

Alpha = C .61 P .55 T .59

Appendix H-2 (Continued)
Dimension 4
Good Grades (10)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
127 P	1.6	0.3	0.0	0.2	0.3	0.7	93.4	97.6	94.8	.36	.38	.39
	If you have the ability, you should work hard on your studies so that you will do well in school.											
128 P	1.8	1.2	5.9	0.0	0.3	0.0	95.2	92.6	74.5	.38	.54	.59
	Regardless of the subject, you should constantly try to get good grades in school.											
129 N	6.9	3.0	2.0	0.9	0.9	0.6	55.2	51.9	77.8	.55	.69	.56
	Too much importance is placed on getting good grades.											
130 P	1.6	3.9	7.2	0.0	0.3	0.6	86.3	77.5	54.3	.42	.66	.62
	It is very important for a student to get a good report card.											
132 N	1.1	1.5	3.3	0.5	0.3	0.0	14.4	13.1	36.6	.57	.57	.68
	Like a lot of people, I do not think that getting good grades is very important.											
134 N	7.7	1.5	3.3	0.2	0.3	0.6	34.8	13.1	19.0	.56	.50	.51
	If you dislike a class, you should not worry about getting a bad grade in it.											

Alpha = C .31 P .56 T .57

Appendix H-2 (Continued)
Dimension 5
Manners (11)

<table>
<tr><th rowspan="3">Item Number and Keying</th><th colspan="9">Percentages</th><th colspan="3" rowspan="2">Item-Scale Correlation</th></tr>
<tr><th colspan="3">Question Mark</th><th colspan="3">Blank</th><th colspan="3">Agree</th></tr>
<tr><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th></tr>
<tr><td>137 N</td><td>10.1</td><td>3.9</td><td>3.3</td><td>2.1</td><td>0.9</td><td>3.3</td><td>43.7</td><td>50.7</td><td>50.3</td><td>.57</td><td>.56</td><td>.63</td></tr>
<tr><td></td><td colspan="12">I have more important things to think about than whether or not people think I am polite.</td></tr>
<tr><td>138 P</td><td>1.6</td><td>1.2</td><td>0.6</td><td>0.5</td><td>0.3</td><td>0.6</td><td>86.7</td><td>92.6</td><td>92.2</td><td>.39</td><td>.37</td><td>.47</td></tr>
<tr><td></td><td colspan="12">I do not like to be with people who have bad manners.</td></tr>
<tr><td>139 P</td><td>4.8</td><td>2.4</td><td>2.0</td><td>0.5</td><td>0.3</td><td>2.0</td><td>89.5</td><td>76.6</td><td>59.5</td><td>.38</td><td>.50</td><td>.54</td></tr>
<tr><td></td><td colspan="12">It is very important that a person watch carefully what kind of impression he makes on others.</td></tr>
<tr><td>141 N</td><td>1.8</td><td>1.5</td><td>0.6</td><td>0.0</td><td>0.6</td><td>0.6</td><td>17.2</td><td>10.1</td><td>7.2</td><td>.54</td><td>.58</td><td>.41</td></tr>
<tr><td></td><td colspan="12">I do not care if people think my manners are not very good.</td></tr>
<tr><td>142 P</td><td>1.6</td><td>1.2</td><td>0.6</td><td>0.5</td><td>0.3</td><td>2.6</td><td>95.2</td><td>95.2</td><td>90.8</td><td>.46</td><td>.51</td><td>.57</td></tr>
<tr><td></td><td colspan="12">I would like to be known as having good manners.</td></tr>
<tr><td>145 N</td><td>2.8</td><td>1.2</td><td>0.6</td><td>0.2</td><td>0.3</td><td>0.6</td><td>17.8</td><td>11.0</td><td>8.5</td><td>.50</td><td>.32</td><td>.41</td></tr>
<tr><td></td><td colspan="12">It is not very important to me to know how to behave properly when out in public.</td></tr>
<tr><td>146 N</td><td>1.6</td><td>0.6</td><td>0.0</td><td>0.0</td><td>0.6</td><td>0.0</td><td>24.9</td><td>6.8</td><td>2.6</td><td>.60</td><td>.54</td><td>.36</td></tr>
<tr><td></td><td colspan="12">Perhaps people should care about having good manners, but I do not care very much about that sort of thing.</td></tr>
<tr><td>147 P</td><td>0.9</td><td>2.1</td><td>5.2</td><td>0.2</td><td>0.9</td><td>2.0</td><td>90.6</td><td>89.6</td><td>78.4</td><td>.48</td><td>.52</td><td>.61</td></tr>
<tr><td></td><td colspan="12">Children should ve very careful not to show bad manners in the school lunchroom.</td></tr>
</table>

Alpha = C .54 P .51 T .56

Appendix H-2 (Continued)
Dimension 6
Status (12)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank								
	C	P	T	C	P	T	C	P	T	C	P	T
149 P	1.6	1.8	2.6	0.2	0.0	0.0	89.5	78.9	72.6	.35	.45	.52
	It feels good when a lot of people know who you are.											
150 P	4.6	4.5	7.2	0.5	0.6	2.0	78.0	72.7	79.7	.39	.45	.52
	I would like to be respected by people who are important.											
153 N	0.7	0.9	2.6	0.5	0.3	0.0	57.7	68.8	74.5	.60	.55	.53
	Being known as an important person does not matter to me.											
154 P	5.0	2.1	3.3	0.5	0.3	0.6	60.2	34.4	20.9	.56	.47	.43
	I would like to be someone important, regardless of the occupation or job.											
156 N	7.6	6.2	12.4	0.9	3.3	0.6	24.0	41.8	47.1	.33	.47	.39
	I would rather have money than be a person of high rank and importance.											
157 N	2.5	1.5	1.3	0.5	1.2	0.6	44.8	56.7	60.1	.66	.61	.63
	Being somebody important does not matter much to me.											
158 P	2.1	2.1	1.3	0.5	1.2	1.3	75.5	49.0	34.6	.55	.61	.57
	It would be wonderful to be known all over the world.											
159 N	8.5	1.8	0.0	0.7	0.6	1.3	77.6	84.6	84.3	.34	.38	.35
	Being known and respected for your ability may be important, but a lot of other things are more important to me.											

Alpha = C .52 P .59 T .56

Appendix H-2 (Continued)

Dimension 7

Risks (17)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
207 P	6.6	4.2	7.8	0.2	0.9	1.3	66.1	36.5	39.2	.48	.46	.61
	I love excitement and risk.											
208 P	3.7	3.9	8.5	0.5	0.30	1.31	67.5	35.0	39.9	.55	.47	.60
	It is exciting to take risks; you really feel alive.											
209 P	3.2	3.0	5.2	0.5	0.6	2.0	86.3	77.7	74.5	.23	.36	.33
	It is the man who takes risks who helps to attain progress.											
210 N	0.0	0.3	0.0	0.0	0.6	0.6	64.1	34.4	17.0	.62	.65	.50
	It is foolish to take risks; you may fail or get hurt.											
211 P	5.7	2.1	2.0	1.4	1.9	1.3	81.0	87.5	90.2	.43	.43	.36
	People need to take risks and learn from their own experience.											
212 N	3.4	2.1	2.0	0.5	0.0	1.3	38.4	43.0	37.2	.58	.60	.53
	I do not like to take chances.											
213 N	3.7	0.6	0.0	0.2	0.9	0.0	64.8	27.0	9.2	.40	.43	.27
	We should not try new things until we are sure they will work.											
215 N	5.7	3.0	2.0	1.1	0.9	0.6	46.4	20.2	7.8	.49	.52	.39
	It is foolish to take chances if you want to get anywhere.											
216 N	5.0	1.8	3.9	0.9	0.6	0.6	67.5	42.4	12.4	.40	.51	.29
	Smart people do not take chances; they do what they are sure will work.											
218 P	4.4	2.4	3.9	0.9	0.3	0.6	84.7	88.4	90.2	.41	.37	.35
	You must be prepared to take chances in order to have a better life.											

Alpha = C .60 P .64 T .52

Appendix H-2 (Continued)

Dimension 8

Work-Pleasure (19, 30)

<table>
<tr><th rowspan="3">Item Number and Keying</th><th colspan="9">Percentages</th><th colspan="3" rowspan="2">Item-Scale Correlation</th></tr>
<tr><th colspan="3">Question Mark</th><th colspan="3">Blank</th><th colspan="3">Agree</th></tr>
<tr><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th></tr>
<tr><td>232 P</td><td>2.3</td><td>1.5</td><td>1.3</td><td>0.2</td><td>0.9</td><td>1.3</td><td>73.9</td><td>73.3</td><td>62.8</td><td>.47</td><td>.42</td><td>.38</td></tr>
<tr><td></td><td colspan="12">I would rather work on an interesting project than rest or play.</td></tr>
<tr><td>233 P</td><td>8.5</td><td>1.8</td><td>2.0</td><td>0.7</td><td>1.8</td><td>0.6</td><td>70.0</td><td>63.8</td><td>72.6</td><td>.36</td><td>.35</td><td>.40</td></tr>
<tr><td></td><td colspan="12">I enjoy working for the sake of work, apart from money or fame.</td></tr>
<tr><td>241 P</td><td>6.9</td><td>4.8</td><td>9.8</td><td>0.7</td><td>0.6</td><td>2.0</td><td>73.2</td><td>73.6</td><td>60.8</td><td>.43</td><td>.37</td><td>.43</td></tr>
<tr><td></td><td colspan="12">I think it is important to put business before pleasure.</td></tr>
<tr><td>242 N</td><td>3.2</td><td>4.8</td><td>3.9</td><td>0.7</td><td>2.7</td><td>2.0</td><td>54.9</td><td>43.0</td><td>53.6</td><td>.57</td><td>.41</td><td>.38</td></tr>
<tr><td></td><td colspan="12">It is more enjoyable to talk to people, relax, and take it easy than to work hard on something.</td></tr>
<tr><td>243 P</td><td>3.2</td><td>1.5</td><td>5.2</td><td>0.5</td><td>0.0</td><td>0.6</td><td>79.2</td><td>71.8</td><td>45.8</td><td>.33</td><td>.28</td><td>.41</td></tr>
<tr><td></td><td colspan="12">Too many people are interested in having a good time and enjoying themselves when they should be studying or working.</td></tr>
<tr><td>245 P</td><td>3.9</td><td>4.2</td><td>5.9</td><td>1.8</td><td>1.8</td><td>1.3</td><td>66.8</td><td>73.3</td><td>56.9</td><td>.37</td><td>.43</td><td>.51</td></tr>
<tr><td></td><td colspan="12">Play is fun, but work is more satisfying.</td></tr>
<tr><td>365 N</td><td>4.4</td><td>2.4</td><td>2.0</td><td>0.2</td><td>1.2</td><td>0.0</td><td>48.0</td><td>26.1</td><td>20.3</td><td>.42</td><td>.51</td><td>.37</td></tr>
<tr><td></td><td colspan="12">It is very important to me to take things easy and not work too hard.</td></tr>
<tr><td>369 N</td><td>5.3</td><td>3.6</td><td>5.9</td><td>1.1</td><td>1.2</td><td>0.6</td><td>61.3</td><td>72.7</td><td>73.9</td><td>.45</td><td>.49</td><td>.33</td></tr>
<tr><td></td><td colspan="12">Life is short; we should relax and enjoy it.</td></tr>
<tr><td>372 N</td><td>2.1</td><td>1.2</td><td>3.9</td><td>0.2</td><td>1.2</td><td>0.6</td><td>67.5</td><td>50.7</td><td>43.1</td><td>.48</td><td>.48</td><td>.47</td></tr>
<tr><td></td><td colspan="12">It is a mistake to take life too seriously; take it easy and enjoy it.</td></tr>
<tr><td>375 N</td><td>5.5</td><td>6.2</td><td>5.9</td><td>0.7</td><td>1.8</td><td>0.6</td><td>40.7</td><td>21.1</td><td>21.6</td><td>.51</td><td>.48</td><td>.38</td></tr>
<tr><td></td><td colspan="12">It is more important to have fun in life than to be successful.</td></tr>
</table>

Alpha = C .54 P .50 T .44

Appendix H-2 (Continued)
Dimension 9
Honesty (23)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
280 P	0.5	0.6	2.0	0.7	0.3	0.0	95.2	95.0	86.9	.33	.35	.46
	People should never steal anything.											
281 N	5.3	3.0	6.5	1.1	1.8	2.6	27.5	15.1	20.3	.56	.58	.61
	There is nothing wrong with being dishonest in small ways.											
283 P	2.3	3.0	7.8	0.2	0.9	2.0	90.6	84.6	62.1	.25	.48	.40
	I think people should always try to tell the truth, even though it may hurt themselves or others.											
284 P	4.6	0.6	7.8	0.0	0.3	2.0	83.3	90.5	72.6	.46	.52	.59
	I would not cheat or have anything to do with cheating, even for a friend.											
285 N	4.1	1.5	2.0	0.7	0.6	0.0	24.7	6.5	5.2	.55	.42	.42
	It does not matter much if a person tells a lie to someone he does not like.											
286 N	3.4	1.8	5.2	0.0	1.2	1.3	32.5	20.8	24.8	.60	.60	.66
	It is not so bad to cheat or tell a lie if it will help you get out of trouble without hurting anyone else.											
289 N	1.8	0.6	0.6	0.9	0.0	2.0	33.4	12.5	17.0	.45	.49	.52
	I would not think it wrong to take a towel from a hotel where I was staying.											
290 N	4.1	1.8	5.2	0.5	1.8	1.3	11.2	6.2	4.6	.44	.45	.42
	A person should lie to protect himself.											
292 P	0.0	0.0	0.0	0.0	0.0	0.0	66.6	87.2	79.1	.45	.46	.63
	If I get too much change in a store, I always give the extra back.											
293 P	13.7	2.1	2.0	3.0	0.9	0.0	73.7	92.9	94.8	.37	.33	.26
	No amount of success is worth being dishonest.											

Alpha = C .56 P .61 T .67

Appendix H-2 (Continued)
Dimension 10
Religion (24)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
295 N	3.4	2.1	0.6	0.9	0.9	0.0	14.6	5.6	0.6	.43	.40	.09
	The world would be better off without religious groups.											
296 P	8.7	2.7	3.3	1.1	1.8	1.3	76.2	85.8	76.5	.59	.55	.70
	I think that the church is a strong and important influence for good living.											
297 P	9.4	1.5	5.2	1.4	1.5	1.3	79.9	80.4	68.0	.51	.60	.76
	It is important to be true to some religious faith.											
298 P	10.5	3.0	6.5	2.5	0.9	1.3	70.7	81.9	74.5	.66	.67	.61
	I would like a child of mine to go to church and to live up to the beliefs of a religion.											
299 P	4.6	2.4	3.3	1.4	0.9	2.6	65.9	76.6	65.4	.72	.70	.78
	It is very important in life to believe in a religion.											
301 N	6.6	0.6	0.0	0.9	0.6	1.3	31.6	27.6	34.0	.68	.74	.80
	A strong belief in religion is not very important to me.											
302 P	8.9	3.0	2.0	1.6	0.9	0.0	56.0	51.6	37.2	.61	.68	.72
	Religious faith is important to me in everything I do.											
303 N	13.7	2.1	2.6	1.8	1.2	0.6	32.7	12.2	7.8	.43	.45	.35
	Bringing children up in some religious faith often does more harm than good.											
304 P	7.3	3.3	3.9	1.6	2.4	1.3	64.0	59.9	47.1	.62	.72	.77
	I take religion seriously and try to live by it.											
305 N	7.3	0.9	1.3	1.4	1.2	0.6	20.8	3.6	1.3	.59	.42	.13
	I have no use for religion.											
306 N	2.8	1.5	0.6	0.7	0.6	0.0	24.9	24.9	32.7	.68	.75	.81
	Although going to church and believing in some religion may be important to some people, it is not to me.											
307 N	29.5	5.0	3.3	5.3	5.3	2.0	50.1	39.8	39.9	.13	.61	.65
	What I do is seldom, if ever, guided by religion.											

Alpha = C .79 P .85 T .87

Appendix H-2 (Continued)
Dimension 11
Rules and Authority (25)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
308 P	7.3	0.9	1.3	0.9	0.3	0.0	81.0	94.7	91.5	.24	.28	.17
I do not mind taking orders from a person who has authority.												
309 P	1.1	0.0	0.0	0.0	0.0	0.0	94.3	96.7	96.1	.31	.25	.45
I believe in obeying rules and laws, even though I might not like them.												
311 N	7.8	6.5	13.1	1.6	0.6	2.0	36.4	47.2	62.1	.36	.44	.35
Most people have gone against the laws at some time; it is natural, normal, and healthy.												
313 N	3.9	4.4	10.5	0.9	0.6	2.0	25.9	41.3	52.9	.42	.54	.51
I like it when people show some spirit and do not go along with all the rules.												
314 P	6.6	4.4	12.4	0.9	0.9	0.6	69.3	76.8	69.9	.37	.51	.55
Rules and laws are set up for the good of everybody, and everybody should be forced to obey them.												
315 P	11.2	2.4	1.3	0.9	0.9	0.0	76.9	80.7	89.5	.15	.25	.27
I do not like people who are always trying to get around the rules.												
316 N	6.2	5.9	15.7	1.4	1.5	3.3	23.1	14.2	22.9	.38	.41	.36
When laws are out of date, it would be better if they were not obeyed.												
317 N	4.8	1.5	3.9	1.6	0.9	3.3	40.3	21.4	33.3	.53	.60	.58
Some of our laws should be respected, others should not.												
318 N	1.6	0.9	2.6	0.5	0.3	0.0	39.8	26.7	39.2	.44	.50	.42
I obey some laws, but not others.												
319 P	0.9	2.1	6.5	0.2	0.3	0.0	95.0	92.0	77.1	.30	.32	.47
We should show respect for all our chosen leaders.												
336 P	2.1	4.4	7.8	0.2	0.3	0.6	90.6	75.1	64.0	.26	.52	.50
People who do not follow instructions ruin the whole system.												
338 P	9.6	6.5	7.2	1.4	1.5	2.6	53.3	35.6	22.2	.28	.35	.28
I think it is more important to follow custom than to be free to do what one chooses.												
403 N	8.5	4.4	8.5	0.7	1.2	1.3	56.1	47.5	52.9	.42	.50	.50
One should not be afraid to stand up and be counted for what he believes, even if it is against the law.												
409 N	8.2	9.8	13.1	1.8	2.7	2.0	45.8	10.7	11.8	.44	.32	.33
Men who will not go to war because they think war is wrong should be rewarded rather than punished.												

Alpha = C .46 P .64 T .63

Appendix H-2 (Continued)
Dimension 12
Family (36)

<table>
<tr><th rowspan="3">Item Number and Keying</th><th colspan="9">Percentages</th><th colspan="3" rowspan="2">Item-Scale Correlation</th></tr>
<tr><th colspan="3">Question Mark</th><th colspan="3">Blank</th><th colspan="3">Agree</th></tr>
<tr><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th><th>C</th><th>P</th><th>T</th></tr>
<tr><td>437 N</td><td>3.4</td><td>1.8</td><td>0.6</td><td>0.0</td><td>0.9</td><td>0.6</td><td>76.2</td><td>84.0</td><td>93.5</td><td>.32</td><td>.35</td><td>.31</td></tr>
<tr><td></td><td colspan="12">I think members of a family should do some things together, but by no means should they do almost everything together.</td></tr>
<tr><td>440 N</td><td>4.4</td><td>2.1</td><td>5.9</td><td>0.7</td><td>0.9</td><td>1.3</td><td>46.2</td><td>16.6</td><td>32.7</td><td>.48</td><td>.44</td><td>.50</td></tr>
<tr><td></td><td colspan="12">Although I like to do things with my family, I like to do things by myself or with my friends more.</td></tr>
<tr><td>441 P</td><td>3.2</td><td>3.0</td><td>3.9</td><td>0.5</td><td>1.2</td><td>1.3</td><td>73.2</td><td>76.6</td><td>72.6</td><td>.26</td><td>.57</td><td>.41</td></tr>
<tr><td></td><td colspan="12">Parents should spend most of their free time playing with their children, or talking to them, or taking them to do and see things.</td></tr>
<tr><td>442 N</td><td>2.3</td><td>2.1</td><td>2.6</td><td>0.2</td><td>0.3</td><td>0.6</td><td>23.3</td><td>13.6</td><td>20.3</td><td>.46</td><td>.53</td><td>.59</td></tr>
<tr><td></td><td colspan="12">My family is important to me, but not more important than some other things.</td></tr>
<tr><td>443 N</td><td>3.2</td><td>0.0</td><td>1.3</td><td>0.7</td><td>0.6</td><td>0.0</td><td>25.2</td><td>6.5</td><td>7.2</td><td>.43</td><td>.28</td><td>.33</td></tr>
<tr><td></td><td colspan="12">You miss out on most of the interesting and pleasant things in life when you spend most of your time with your family.</td></tr>
<tr><td>445 P</td><td>6.4</td><td>3.6</td><td>2.6</td><td>0.0</td><td>0.6</td><td>1.3</td><td>73.2</td><td>65.0</td><td>37.9</td><td>.36</td><td>.60</td><td>.47</td></tr>
<tr><td></td><td colspan="12">Almost all activities should be centered around the family.</td></tr>
<tr><td>446 P</td><td>2.8</td><td>3.9</td><td>2.0</td><td>0.2</td><td>1.2</td><td>2.6</td><td>74.6</td><td>73.6</td><td>56.9</td><td>.47</td><td>.52</td><td>.64</td></tr>
<tr><td></td><td colspan="12">I feel that I should pay much more attention to my family than to anything else.</td></tr>
<tr><td>447 P</td><td>7.1</td><td>2.4</td><td>5.2</td><td>1.4</td><td>0.0</td><td>0.0</td><td>81.2</td><td>85.2</td><td>83.7</td><td>.36</td><td>.47</td><td>.53</td></tr>
<tr><td></td><td colspan="12">No matter how important success is, there should be nothing more important for a man than his family.</td></tr>
<tr><td>448 N</td><td>7.8</td><td>3.6</td><td>3.3</td><td>1.1</td><td>3.0</td><td>0.6</td><td>55.8</td><td>24.6</td><td>17.6</td><td>.44</td><td>.38</td><td>.57</td></tr>
<tr><td></td><td colspan="12">It sounds nice to say that you should put your family above everything else but when you come right down to it there are more important things in life.</td></tr>
<tr><td>449 P</td><td>11.7</td><td>1.2</td><td>1.3</td><td>0.9</td><td>1.5</td><td>2.0</td><td>81.7</td><td>89.3</td><td>77.8</td><td>.33</td><td>.47</td><td>.49</td></tr>
<tr><td></td><td colspan="12">Your family should come ahead of just about everything else when you make choices about how to spend your time and energy.</td></tr>
</table>

Alpha = C .39 P .59 T .64

Appendix H-2 (Continued)
Dimension 13
Leadership (39)

Item Number and Keying	Percentages									Item-Scale Correlation		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
476 N	6.9	2.4	2.6	1.4	2.1	1.3	55.4	32.9	31.4	.41	.59	.50
	I prefer to let others lead and make most of the decisions when I am working with them.											
477 P	3.7	3.0	4.6	0.5	0.9	0.6	52.0	37.1	27.4	.56	.61	.66
	I like to take charge of things when I work with a group.											
478 N	4.1	3.0	5.2	0.9	1.2	2.0	58.1	33.2	30.1	.51	.61	.69
	I would rather be told what to do than to have to tell other people what to do.											
480 N	2.5	2.1	2.0	0.5	0.9	2.0	78.0	62.6	58.8	.51	.64	.54
	I do not like to tell other people what to do or give them orders.											
481 P	0.0	0.9	0.0	0.0	1.8	0.6	27.5	11.3	8.5	.53	.46	.35
	When I am with friends, I like to be the one who decides what to do.											
482 N	5.3	1.8	1.3	0.5	0.9	1.3	42.3	25.5	27.4	.50	.58	.54
	I do not feel very good about it when I am called upon to direct and lead others.											
486 P	7.8	0.6	3.3	0.5	0.3	0.6	89.0	71.2	49.0	.25	.39	.47
	To be the leader of your group, whatever group it is, is an honor well worth seeking.											
487 P	3.9	2.7	5.2	1.6	0.3	1.3	46.0	32.3	26.1	.31	.44	.38
	Directing the work and activities of other people is one of the most pleasant things in life.											

Alpha = C .44 P .66 T .61

Appendix H-2 (Continued)
Dimension 14
Money and Materialism (42)

Item Number and Keying	Percentages									Item-Scale Correlated		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
514 N Owning lots of things and having lots of money only tie you down.	4.1	4.2	4.6	0.0	0.6	0.6	59.3	19.0	19.6	.50	.32	.40
515 P Having lots of money is very important to me.	1.6	1.6	1.3	0.0	1.8	1.3	40.0	35.0	32.0	.66	.64	.69
516 P It requires money to do the things I want to do and have the things I want to have, and that is why I think money is important.	6.0	3.3	3.3	0.7	1.2	0.6	54.2	69.7	74.5	.62	.59	.52
517 N I do not need money to be happy; in fact, money usually just gets in the way.	4.4	4.4	3.3	0.5	1.5	2.0	49.9	20.8	11.8	.55	.45	.48
518 P I would like to have many fancy and expensive things.	1.8	1.2	2.0	0.5	0.3	0.0	53.3	34.1	32.0	.56	.58	.60
519 N Nice things and money are not very important to me.	0.5	0.3	0.6	0.7	0.6	0.6	33.6	27.9	22.9	.46	.58	.55
520 N I want to be happy, but I do not need money or the things money can buy to be that way.	4.4	3.6	2.0	1.4	1.2	0.6	73.2	50.2	43.8	.42	.53	.48
522 P Useful, beautiful, and expensive things, as well as the money to buy them, are very important to me.	2.8	2.7	4.6	0.7	1.8	2.6	52.0	40.1	39.9	.56	.58	.67
525 N I do not care very much about having money and expensive things.	1.6	2.1	2.6	0.0	0.9	0.0	54.7	40.6	32.0	.57	.60	.70
676 P Money is as worthy a goal as honor, comfort, or success.	0.5	0.0	0.0	0.7	0.3	0.0	48.5	50.7	58.2	.45	.46	.38

Alpha = C .72 P .72 T .74

Appendix H-2 (Continued)
Dimension 15
Altruism (45)

Item Number and Keying	Percentages									Item-Scale Correlated		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
554 P	5.7	0.9	2.0	0.9	1.2	2.6	90.2	85.8	81.7	37	44	48
	I would like to have friends who would work with me to find ways to help others less fortunate than we are.											
555 P	3.2	5.3	7.8	0.5	2.1	0.6	91.5	73.0	75.2	31	43	57
	I think people should share their things with others who have less than they have.											
556 P	5.0	2.7	2.6	0.7	0.3	2.0	80.3	80.7	77.1	43	46	55
	I have a deep concern for others, and I am willing to go out of my way to help them.											
557 P	2.8	3.3	5.9	0.5	1.5	0.6	85.1	47.8	36.6	35	35	34
	People who have the money should be willing to pay more for hospital and medical care in order for poor people to get better treatment.											
559 N	3.9	4.4	3.3	0.0	0.9	2.6	35.9	27.0	17.0	50	54	49
	I do not feel that it is up to me to help take care of others.											
560 P	7.3	5.3	7.2	0.9	2.1	2.0	39.8	38.0	32.0	35	43	52
	It is important to live for others rather than for yourself.											
561 P	0.5	0.0	0.0	0.7	0.6	0.0	86.5	69.1	80.4	52	54	53
	I would like to spend a lot of time helping people.											
562 N	2.3	2.7	6.5	0.2	0.9	0.6	66.8	75.1	78.4	51	44	51
	We must, of course, help others, but it is more important that we help ourselves.											
564 N	6.0	3.3	3.9	0.5	0.0	1.3	49.2	27.0	16.3	55	54	42
	In truth, it is what a person does for himself that counts, not what he does for others.											
565 N	4.1	3.6	6.5	0.7	1.2	0.0	48.7	39.2	27.4	54	42	48
	Think about yourself first and then about other people.											
567 N	7.6	1.2	2.0	1.4	1.5	0.6	54.2	73.9	59.5	48	51	55
	It may be fine to help other people, but I have only a limited amount of time for it.											
682 N	0.2	0.0	0.0	0.5	0.3	0.0	17.8	23.7	18.3	51	37	43
	I would not like to spend a lot of time helping people.											

Alpha = C .65 P .65 T .71

Appendix H-2 (Continued)
Dimension 16
Friends (47)

Item Number and Keying	Percentages									Item-Scale Correlated		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
582 P	1.4	1.2	2.6	0.5	0.3	2.0	81.9	77.4	79.1	.48	.54	.50
	Life without friends is worth very little.											
583 N	3.4	1.2	0.6	0.2	0.3	0.0	33.4	35.0	24.2	.50	.50	.44
	Although I like to have friends, it does not bother me very much when I do not have any.											
584 N	1.6	1.8	2.0	0.0	0.6	0.6	13.0	13.4	9.8	.44	.34	.43
	I believe that life is worth living without friends.											
585 N	1.6	3.9	5.9	0.2	1.2	1.3	60.6	60.2	62.1	.48	.48	.57
	Friends are not the most important thing I have in life.											
586 P	4.1	3.6	4.6	0.5	0.6	2.0	72.8	67.7	74.5	.48	.53	.52
	There is nothing as precious as good friends.											
588 P	5.5	1.8	7.2	0.9	0.3	1.3	74.4	81.3	79.7	.33	.43	.34
	When we lose our friendship and affection for others, we destroy ourselves.											
589 P	5.0	5.0	11.8	0.5	1.8	1.3	81.7	59.6	55.6	.31	.39	.51
	The best kind of protection against bad times is to have good friends.											
590 P	3.7	5.3	13.1	0.2	1.2	3.3	43.5	32.3	32.7	.40	.40	.59
	Having friends is what life is all about.											
591 N	1.4	0.9	3.3	0.5	0.6	0.0	31.4	63.2	71.9	.56	.57	.54
	You can have a very happy and complete life without having a lot of friends.											
592 N	1.8	0.6	1.3	0.5	0.3	0.0	38.0	24.3	15.0	.42	.34	.37
	I would not like to have very many friends because they might interfere with other things that I would like to do.											
593 N	2.3	2.7	3.3	0.5	3.0	1.3	55.8	51.3	24.2	.40	.41	.51
	I do not like it when friends take up very much of my time.											
675 P	0.0	0.0	0.0	0.2	0.6	0.6	77.4	83.1	85.0	.56	.54	.30
	A person cannot be happy without friends or sincere friendships.											

Alpha = C .63 P .65 T .68

Appendix H-2 (Continued)
Dimension 17
Discipline (48)

Item Number and Keying	Percentages									Item-Scale Correlated		
	Question Mark			Blank			Agree					
	C	P	T	C	P	T	C	P	T	C	P	T
595 P	0.9	6.5	12.4	0.2	1.2	1.3	78.3	74.2	61.4	.44	.49	.44
	When someone does something wrong he should be punished.											
596 P	4.6	2.7	2.6	0.9	0.9	0.6	66.6	37.7	14.4	.52	.57	.56
	All of us need and must have whipping when we are children, if we are to grow up healthy and unspoiled.											
597 P	2.8	2.1	7.8	0.7	0.0	0.0	86.3	91.7	77.1	.32	.35	.49
	When children talk back to their parents, they must be corrected immediately and firmly.											
599 N	4.8	3.0	3.3	2.1	0.9	0.0	52.2	24.0	13.1	.49	.43	.36
	If you are strict with children, they probably will fail to grow up the way they should.											
600 N	3.2	3.6	2.0	0.7	1.5	1.3	71.6	88.7	93.5	.57	.34	.43
	The best way to raise children is with patience and kindness, rather than punishment.											
603 N	3.9	1.8	2.0	1.1	0.0	0.6	60.6	46.3	50.3	.55	.58	.48
	Strictness does not usually build better character.											
605 N	3.7	9.5	13.7	0.2	1.8	0.6	74.4	57.6	64.7	.48	.50	.48
	When children do something wrong, instead of punishing them, parents should talk to them, reason with them, or perhaps just forgive them.											
606 P	2.3	2.4	2.6	0.0	0.3	0.0	35.0	37.7	21.6	.48	.60	.59
	We need more good old whippings to teach children respect.											

Alpha = C .54 P .54 T .51

APPENDIX H-3

Item and Scale Data for Final Inventory Scales

Dimension 1

Persistence

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
1 N	0	1	1	56	38	23	.49	.51	.42
	It is fine to want to know what makes something work, but if you are sensible you will not spend a lot of time trying to find out.								
2 P	0	0	0	88	92	83	.21	.20	.32
	People may not like it, but you should keep asking questions until you understand what is being said.								
3 N	0	1	1	25	24	41	.44	.47	.60
	I would rather have someone tell me the answer to something than take an hour or more trying to figure it out.								
4 P	0	0	0	79	83	68	.32	.37	.56
	When I see something I do not understand, I spend a lot of time trying to find out more about it.								
5 P	0	0	0	81	84	84	.29	.28	.31
	You should try different ways of solving a problem, rather than taking the first solution that seems to work.								
6 N	0	1	2	57	53	50	.47	.56	.62
	Trying to find answers to difficult questions is fine for some people, but I would rather get answers quickly so I can get something done.								
7 P	0	1	0	83	84	68	.33	.36	.40
	You should not quit a disagreeable task until it is finished.								
8 P	0	1	1	85	85	76	.22	.19	.18
	Children should learn as early as possible the importance of working long and hard to obtain what they want.								
9 P	0	1	0	79	93	97	.31	.23	.16
	There is nothing quite so satisfying as reaching a goal we have set ourselves, especially if it is a difficult one.								
10 N	0	1	1	57	41	44	.46	.51	.57
	I usually stop working on a job or problem when it seems I am not getting anywhere with it.								
11 N	0	1	0	48	31	30	.54	.56	.59
	Generally, if I am having trouble with something I would rather give up on it and move on to something else.								
12 N	0	2	1	50	30	30	.57	.57	.60
	I would rather not work on a problem that I know will take a long time to solve.								

Alpha = C .52 P .58 T .66

Appendix H-3 (Continued)

Dimension 2

Competition

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
13 P	0	1	1	73	66	42	.44	.50	.59
	Competing against others is a great deal of fun.								
14 P	0	0	0	68	75	60	.55	.54	.58
	You should try to be the winner in games and sports.								
15 N	0	0	1	57	35	41	.44	.53	.49
	I am not interested in trying to do things better than most people.								
16 P	0	2	1	40	34	26	.60	.60	.61
	I like to choose an activity and beat someone at it.								
17 N	0	1	0	54	47	21	.41	.46	.42
	It is wrong to try to beat others at things like getting good grades in school.								
18 P	0	1	0	55	47	23	.50	.46	.46
	Playing games is fun, but the greatest fun is winning.								
19 N	0	2	2	69	57	61	.37	.37	.48
	If you have to beat other people to get what you want, it spoils it.								
20 P	0	1	1	56	64	46	.53	.55	.56
	I am interested in trying to do things better than most people.								
21 N	0	1	1	56	41	49	.52	.49	.49
	You should not always try to be the winner in games and sports.								
22 N	0	1	2	51	38	31	.51	.54	.52
	I do not like to choose an activity and beat someone at it.								

Alpha = C .64 P .67 T .70

Appendix H-3 (Continued)

Dimension 3

Success

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
23 P	0	0	1	67	54	47	.61	.67	.69
	Other things may be more important to some people, but being successful is very important to me.								
24 N	0	0	0	31	23	17	.61	.65	.66
	I do not think success is very important.								
25 N	0	1	2	60	41	35	.57	.69	.65
	I am not interested in being successful; there are more important things in life.								
26 P	0	1	1	74	86	90	.62	.58	.57
	I want to be a success.								
27 N	0	1	1	46	32	31	.53	.63	.66
	I do not much care about being a success in the world.								
28 N	0	1	0	42	28	11	.49	.46	.47
	I think success is unsatisfying and only makes you hunger for more.								
29 P	0	1	1	73	73	75	.66	.69	.74
	I think success is very important.								
30 P	0	2	1	73	72	68	.67	.67	.74
	I am very interested in being successful.								

Alpha = C .73 P .78 T .81

Appendix H-3 (Continued)

Dimension 4

Good Grades

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
31 P	0	0	1	94	95	86	.38	.44	.56
	Getting good grades in school gives you a great deal of satisfaction.								
32 P	0	0	1	94	93	72	.42	.53	.72
	Regardless of the subject, you should constantly try to get good grades in school.								
33 N	0	2	1	62	54	78	.52	.63	.53
	Too much importance is placed on getting good grades.								
34 P	0	0	1	90	86	64	.48	.64	.64
	It is very important for a student to get a good report card.								
35 N	0	0	0	21	16	37	.64	.69	.64
	Like a lot of people, I do not think that getting good grades is very important.								
36 N	0	1	1	24	11	21	.59	.51	.58
	You should not constantly try to get good grades in school regardless of the subject.								

Alpha = C .42 P .58 T .67

Appendix H-3 (Continued)
Dimension 5

Manners

Item Number and Keying	Percentages						Item-Scale Correlation			
	Blank			Agree						
	C	P	T	C	P	T	C	P	T	
37 N	0	1	1	42	50	57	.54	.55	.54	I have more important things to think about than whether or not people think I am polite.
38 P	0	0	1	83	85	79	.42	.54	.50	I do not like to be with people who have bad manners.
39 P	0	1	1	88	78	62	.34	.42	.63	It is important that a person watch carefully what kind of impression he makes on others.
40 N	0	0	0	17	19	15	.56	.57	.61	I do not care if people think my manners are not very good.
41 P	0	0	0	95	94	92	.31	.40	.51	I would like to be known as having good manners.
42 N	0	1	0	22	16	12	.52	.43	.45	It is not very important to me to know how to behave properly when out in public.
43 N	0	1	0	26	12	7	.59	.50	.57	Perhaps people should care about having good manners, but I do not care very much about that sort of thing.
44 P	0	1	1	89	88	69	.42	.43	.59	Children should be very careful not to show bad manners in the school lunchroom.

Alpha = C .49 P .51 T .66

Appendix H-3 (Continued)

Dimension 6

Status

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
45 P	0	1	0	86	72	63	.46	.59	.59
	It feels good when a lot of people know who you are.								
46 P	0	1	1	80	74	79	.44	.44	.42
	I would like to be respected by people who are important.								
47 N	0	1	0	61	69	68	.47	.53	.54
	Being known as an important person does not matter to me.								
48 P	0	1	0	55	40	25	.51	.58	.54
	I would like to be someone important, regardless of the occupation or job.								
49 N	0	2	2	33	44	48	.33	.43	.40
	I would rather have money than be a person of high rank and importance.								
50 N	0	1	1	55	60	56	.56	.62	.68
	Being somebody important does not matter much to me.								
51 P	0	0	1	58	48	27	.59	.62	.59
	It would be wonderful to be known all over the world.								
52 N	0	2	0	73	71	84	.35	.38	.37
	A lot of things are more important than being known and respected for your ability.								

Alpha = C .48 P .62 T .61

Appendix H-3 (Continued)

Dimension 7

Risks

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
53 P	0	0	1	68	46	44	.48	.53	.65
	I love excitement and risk.								
54 P	0	1	1	60	41	48	.56	.57	.67
	It is exciting to take risks; you really feel alive.								
55 P	0	2	1	79	74	83	.27	.36	.44
	It is the man who takes risks who helps to attain progress.								
56 N	0	1	1	70	40	12	.54	.67	.49
	It is foolish to take risks; you may fail or get hurt.								
57 P	0	0	0	84	77	88	.37	.49	.42
	People need to take risks and learn from their own experience.								
58 N	0	0	1	48	40	32	.60	.66	.61
	I do not like to take chances.								
59 N	0	0	0	66	33	7	.46	.48	.20
	We should not try new things until we are sure they will work.								
60 N	0	2	0	51	27	9	.57	.59	.47
	It is foolish to take chances if you want to get anywhere.								
61 N	0	0	0	65	47	15	.43	.51	.30
	Smart people do not take chances; they do what they are sure will work.								
62 P	0	1	1	84	85	91	.40	.48	.39
	You must be prepared to take chances in order to have a better life.								

Alpha = C .62 P .72 T .64

Appendix H-3 (Continued)

Dimension 8

Work-Pleasure

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
63 P	0	1	0	77	80	68	.49	.40	.48
	I would rather work on an interesting project than rest or play.								
64 P	0	1	1	76	73	53	.38	.45	.52
	I think it is important to put business before pleasure.								
65 N	0	1	1	54	50	60	.54	.54	.53
	It is more enjoyable to talk to people, relax, and take it easy than to work hard on something.								
66 P	0	1	0	77	69	37	.41	.38	.47
	Too many people are interested in having a good time and enjoying themselves when they should be studying or working.								
67 P	0	1	1	68	79	67	.46	.43	.50
	Play is fun, but work is more satisfying.								
68 N	0	1	1	65	66	74	.50	.54	.51
	Life is short; we should relax and enjoy it.								
69 N	0	0	1	76	60	57	.44	.55	.53
	It is a mistake to take life too seriously; take it easy and enjoy it.								
70 N	0	1	1	58	35	40	.49	.47	.52
	It is more important to have fun in life than to be successful.								

Alpha = C .48 P .50 T .58

Appendix H-3 (Continued)

Dimension 9

Honesty

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
71 P	0	1	1	91	92	82	.37	.35	.52
	People should never steal anything.								
72 N	0	1	0	44	22	24	.57	.58	.64
	There is nothing wrong with being dishonest in small ways.								
73 P	0	1	1	93	88	75	.32	.36	.45
	I think people should always try to tell the truth, even though it may hurt themselves or others.								
74 P	0	1	1	79	88	74	.41	.46	.60
	I would not cheat or have anything to do with cheating, even for a friend.								
75 N	0	0	1	32	14	8	.53	.54	.52
	It does not matter much if a person tells a lie to someone he does not like.								
76 N	0	1	1	39	26	27	.55	.61	.64
	It is not so bad to cheat or tell a lie if it will help you get out of trouble without hurting anyone else.								
77 N	0	0	0	26	15	18	.43	.40	.49
	I would not think it wrong to take a towel from a hotel where I was staying.								
78 N	0	1	1	12	7	8	.40	.44	.47
	A person should lie to protect himself.								
79 P	0	0	1	56	83	77	.46	.50	.53
	If I get too much change in a store, I always give the extra back.								
80 P	0	1	1	71	88	92	.33	.36	.41
	No amount of success is worth being dishonest.								

Alpha = C .54 P .60 T .71

Appendix H-3 (Continued)

Dimension 10

Religion

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
81 N	0	1	0	13	6	3	.41	.35	.25
	The world would be better off without religious groups.								
82 P	1	2	1	80	84	77	.57	.61	.60
	I think that the church is a strong and important influence for good living.								
83 P	0	1	1	81	80	66	.57	.53	.74
	It is important to be true to some religious faith.								
84 P	1	1	0	77	81	72	.68	.63	.72
	I would like a child of mine to go to church and to live up to the beliefs of a religion.								
85 P	0	1	0	69	81	65	.66	.69	.77
	It is very important in life to believe in a religion.								
86 N	0	1	0	33	29	44	.60	.69	.78
	A strong belief in religion is not very important to me.								
87 P	0	1	0	57	53	36	.60	.66	.73
	Religious faith is important to me in everything I do.								
88 N	0	1	0	33	16	9	.33	.43	.32
	Bringing children up in some religious faith often does more harm than good.								
89 P	0	1	0	61	57	47	.66	.69	.77
	I take religion seriously and try to live by it.								
90 N	0	2	0	19	4	5	.59	.41	.34
	I have no use for religion.								
91 N	0	1	0	27	21	33	.61	.69	.77
	Although going to church and believing in some religion may be important to some people, it is not to me.								
92 N	1	2	1	53	45	37	.17	.49	.72
	What I do is seldom, if ever, guided by religion.								

Alpha = C .77 P .82 T .88

Appendix H-3 (Continued)

Dimension 11

Rules and Authority

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
93 P	0	0	0	77	91	87	.35	.29	.34
	I do not mind taking orders from a person who has authority.								
94 N	0	1	1	50	52	54	.41	.48	.47
	Most people have gone against the laws at some time; it is natural, normal, and healthy.								
95 P	0	1	1	73	80	69	.43	.49	.57
	Rules and laws are set up for the good of everybody, and everybody should be forced to obey them.								
96 N	0	1	1	25	15	20	.37	.39	.52
	When laws are out of date, it would be better if they were not obeyed.								
97 N	0	0	2	41	23	24	.48	.53	.56
	Some of our laws should be respected, others should not.								
98 N	0	1	1	48	29	41	.51	.54	.60
	I obey some laws, but not others.								
99 P	0	0	1	90	91	83	.31	.35	.49
	We should show respect for all our chosen leaders.								
100 P	0	1	1	89	79	48	.31	.40	.46
	People who do not follow instructions ruin the whole system.								
101 P	0	1	0	46	27	15	.34	.30	.29
	I think it is more important to follow custom than to be free to do what one chooses.								
102 N	0	1	2	69	57	64	.35	.47	.48
	One should not be afraid to stand up and be counted for what he believes, even if it is against the law.								

Alpha = C .37 P .51 T .63

Appendix H-3 (Continued)

Dimension 12

Family

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
103 N	0	0	0	81	83	92	.28	.30	.30
	I think members of a family should do some things together, but by no means should they do almost everything together.								
104 N	0	2	1	55	23	28	.48	.47	.48
	Although I like to do things with my family, I like to do things by myself or with my friends more.								
105 P	0	0	1	75	83	79	.30	.43	.47
	Parents should spend most of their free time playing with their children, or talking to them, or taking them to do and see things								
106 N	0	0	0	32	19	30	.48	.52	.69
	My family is important to me, but not more important than some other things.								
107 N	0	1	0	37	12	9	.43	.38	.42
	You miss out on most of the interesting and pleasant things in life when you spend most of your time with your family.								
108 P	0	1	0	64	69	54	.41	.52	.67
	Almost all activities should be centered around the family.								
109 P	0	0	1	80	88	71	.45	.48	.71
	I feel that I should pay much more attention to my family than to anything else.								
110 P	0	1	1	80	87	81	.37	.42	.55
	No matter how important success is, there should be nothing more important for a man than his family.								
111 N	0	1	1	60	29	25	.47	.58	.61
	It sounds nice to say that you should put your family above everything else, but when you come right down to it there are more important things in life.								
112 P	0	0	1	76	87	77	.38	.44	.66
	Your family should come ahead of just about everything else when you make choices about how to spend your time and energy.								

Alpha = C .44 P .58 T .76

Appendix H-3 (Continued)

Dimension 13

Leadership

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
113 N	0	1	0	65	41	42	.36	.61	.66
	I prefer to let others lead and make most of the decisions when I am working with them.								
114 P	0	1	1	40	39	28	.57	.65	.68
	I like to take charge of things when I work with a group.								
115 N	0	2	1	60	40	37	.45	.59	.68
	I would rather be told what to do than to have to tell other people what to do.								
116 N	0	0	1	73	62	62	.46	.61	.64
	I do not like to tell other people what to do or give them orders.								
117 P	0	1	0	27	13	13	.48	.42	.44
	When I am with friends, I like to be the one who decides what to do.								
118 N	0	0	0	49	34	39	.46	.62	.63
	I do not feel very good about it when I am called upon to direct and lead others.								
119 P	0	2	0	76	74	46	.41	.41	.57
	To be the leader of your group, whatever the group is, is an honor well worth seeking.								
120 P	0	0	1	39	38	29	.45	.46	.49
	Directing the work and activities of other people is one of the most pleasant things in life.								

Alpha = C .45 P .67 T .75

Appendix H-3 (Continued)

Dimension 14

Money and Materialism

Item Number and Keying	Percentages Blank C	P	T	Agree C	P	T	Item-Scale Correlation C	P	T
121 N	0	1	1	59	28	19	.50	.40	.47
	Owning lots of things and having lots of money only tie you down.								
122 P	0	1	0	38	26	25	.69	.60	.66
	Having lots of money is very important to me.								
123 P	0	0	1	60	73	71	.56	.58	.61
	It requires money to do the things I want to do and have the things I want to have, and that is why I think money is important.								
124 N	0	1	1	45	31	18	.55	.58	.56
	I do not need money to be happy; in fact, money usually just gets in the way.								
125 P	0	0	0	41	27	35	.52	.50	.64
	I would like to have many fancy and expensive things.								
126 N	0	1	1	48	42	29	.55	.61	.59
	Nice things and money are not very important to me.								
127 N	0	2	1	68	59	53	.54	.60	.63
	I want to be happy, but I do not need money or the things money can buy to be that way.								
128 P	0	0	1	50	36	35	.55	.54	.70
	Useful, beautiful, and expensive things, as well as the money to buy them, are very important to me.								
129 N	0	0	1	60	44	37	.56	.68	.71
	I do not care very much about having money and expensive things.								
130 P	1	1	1	52	54	49	.49	.46	.52
	Money is as worthy a goal as honor, comfort, or success.								

Alpha = C .74 P .75 T .81

Appendix H-3 (Continued)

Dimension 15

Altruism

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
131 P	0	1	1	89	86	78	.27	.44	.60
	I would like to have friends who would work with me to find ways to help others less fortunate than we are.								
132 P	0	0	1	92	81	77	.28	.47	.50
	I think people should share their things with others who have less than they have.								
133 P	0	1	2	81	82	79	.42	.49	.54
	I have a deep concern for others, and I am willing to go out of my way to help them.								
134 P	0	1	1	83	40	39	.26	.28	.37
	People who have the money should be willing to pay more for hospital and medical care in order for poor people to get better treatment.								
135 N	0	0	1	32	30	20	.45	.50	.51
	I do not feel that it is up to me to help take care of others.								
136 P	0	2	1	42	37	36	.40	.51	.54
	It is important to live for others rather than for yourself.								
137 P	0	1	1	82	69	72	.45	.55	.62
	I would like to spend a lot of time helping people.								
138 N	0	0	1	67	82	79	.54	.40	.50
	We must, of course, help others, but it is more important that we help ourselves.								
139 N	1	1	1	46	39	30	.51	.52	.53
	In truth, it is what a person does for himself that counts, not what he does for others.								
140 N	0	1	1	46	39	36	.56	.51	.49
	Think about yourself first and then about other people.								
141 N	0	0	0	61	73	60	.42	.43	.49
	It may be fine to help other people, but I have only a limited amount of time for it.								
142 N	0	1	1	23	30	25	.46	.45	.42
	I would not like to spend a lot of time helping people.								

Alpha = C .59 P .66 T .74

Appendix H-3 (Continued)

Dimension 16

Friends

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
143 P	0	1	1	81	74	79	.45	.59	.65
	Life without friends is worth very little.								
144 N	0	1	0	36	44	29	.51	.51	.48
	Although I like to have friends, it does not bother me very much when I do not have any.								
145 N	0	1	1	10	9	5	.31	.40	.35
	I believe that life is worth living without friends.								
146 N	0	1	1	53	58	49	.55	.52	.55
	Friends are not the most important thing I have in life.								
147 P	0	1	1	69	70	71	.50	.56	.69
	There is nothing as precious as good friends.								
148 P	0	1	1	68	72	77	.39	.41	.50
	When we lose our friendship and affection for others, we destroy ourselves.								
149 P	0	1	1	86	67	62	.36	.47	.54
	The best kind of protection against bad times is to have good friends.								
150 P	0	0	1	67	57	55	.46	.55	.66
	Having friends is what life is all about.								
151 N	0	0	1	24	56	59	.46	.52	.53
	You can have a very happy and complete life without having a lot of friends.								
152 N	0	1	1	41	27	13	.47	.44	.41
	I would not like to have very many friends because they might interfere with other things that I would like to do.								
153 N	0	0	1	58	46	23	.41	.39	.37
	I do not like it when friends take up very much of my time.								
154 P	0	1	0	82	77	79	.46	.58	.58
	A person cannot be happy without friends or sincere friendships.								

Alpha = C .64 P .72 T .77

Appendix H-3 (Continued)
Dimension 17

Discipline

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
155 P	0	1	1	74	75	57	.45	.50	.48
	When someone does something wrong he should be punished.								
156 P	0	1	1	63	42	12	.62	.62	.56
	All of us need and must have whippings when we are children, if we are to grow up healthy and unspoiled.								
157 N	0	1	1	67	79	89	.53	.51	.43
	The best way to raise children is with patience and kindness, rather than punishment.								
158 N	0	1	0	67	64	58	.46	.56	.52
	Strictness does not usually build better character.								
159 N	0	2	1	73	61	70	.54	.58	.54
	When children do something wrong, instead of punishing them, parents should talk to them, reason with them, or perhaps just forgive them.								
160 P	0	1	1	44	36	19	.64	.66	.58
	We need more good old whippings to teach children respect.								

Alpha = C .52 P .55 T .43

Appendix H-3 (Continued)

Infrequency Scale

Item Number and Keying	Percentages						Item-Scale Correlation		
	Blank			Agree					
	C	P	T	C	P	T	C	P	T
173 P	0	1	0	22	5	2	.53	.40	.28
	I think people should refuse to obey all laws that they dislike.								
174 N	0	0	0	96	93	98	.21	.41	.38
	Most people are happier when they have friends.								
175 N	0	0	0	93	97	99	.31	.24	.15
	I do not like to see someone get badly injured.								
176 P	0	1	0	19	6	2	.46	.41	.32
	I hardly ever enjoy eating.								
177 N	0	1	0	71	75	94	.43	.67	.61
	We should try to eat at least a little food every day.								
178 P	0	1	1	9	2	1	.40	.31	.30
	I think that learning anything is a waste of time.								
179 N	0	1	0	98	98	99	.19	.20	.24
	Everybody should try to get at least some education.								
180 P	0	1	1	12	4	4	.42	.31	.42
	People should spend at least one thousand dollars a year on clothes for themselves.								

Alpha = C .16 P .21 T .03

APPENDIX I-1

Table 1

Number of Items and Alpha Coefficients for 17 Scales, Preliminary Form

No.	Scale	Number of Items	Alpha Coefficient		
			Children	Parents	School Personnel
1	Persistence	12	.53	.58	.62
2	Competition	9	.48	.54	.57
3	Success	7	.61	.55	.59
4	Grades	6	.31	.56	.57
5	Manners	8	.54	.51	.56
6	Status	8	.52	.59	.56
7	Risks	10	.60	.64	.52
8	Work	10	.54	.50	.44
9	Honesty	10	.56	.61	.67
10	Religion	12	.79	.85	.87
11	Authority	14	.46	.64	.63
12	Family	10	.39	.59	.64
13	Leadership	8	.44	.66	.61
14	Materialism	10	.72	.72	.74
15	Altruism	12	.63	.65	.68
16	Friends	12	.63	.65	.68
17	Discipline	8	.54	.54	.51
	Average	10	.55	.61	.62

APPENDIX I-2

Table 2

Number of Items and Alpha Coefficients for 17 Scales, Final Form

No.	Scale	Number of Items	Alpha Coefficient		
			Children	Parents	School Personnel
1	Persistence	12	.52	.58	.66
2	Competition	10	.64	.67	.70
3	Success	8	.73	.78	.81
4	Good Grades	6	.42	.58	.67
5	Manners	8	.49	.51	.66
6	Status	8	.48	.62	.61
7	Risks	10	.62	.72	.64
8	Work	8	.48	.50	.58
9	Honesty	10	.54	.60	.71
10	Religion	12	.77	.82	.88
11	Authority	10	.37	.51	.63
12	Family	10	.44	.58	.76
13	Leadership	8	.45	.67	.75
14	Materialism	10	.74	.75	.81
15	Altruism	12	.59	.66	.74
16	Friends	12	.64	.72	.77
17	Discipline	6	.52	.55	.43
	Average	9	.56	.64	.69

APPENDIX I-3

Table 3

Principal Components Factor Pattern for Sixth-Grade Children (N=1761)

No.	Scale	Factors[a]					h^2
		I	II	III	IV	V	
9	Honesty	69					.51
1	Persistence	63					.53
5	Manners	62					.50
15	Altruism	59				31	.54
11	Authority	54		-35			.51
12	Family	39				36	.36
3	Success		74				.56
6	Status		70				.55
2	Competition		62				.49
14	Materialism	-47	58				.54
13	Leadership		46		-33		.47
4	Good Grades	37	40			-39	.48
7	Risks			69	-35		.62
17	Discipline			-47	-33		.43
16	Friends			44	54		.59
8	Work	47			-50		.53
10	Religion	36		-33		49	.53
Σa^2		.18	.13	.09	.06	.05	
Cumulative percent of trace		.18	.31	.40	.46	.51	
Eigenvalue		3.01	2.20	1.41	1.14	.98	

---

[a] Only loadings .30 or larger are reported; decimals have been eliminated for all factor loadings.

APPENDIX I-4

Table 4

Principal Components Factor Pattern for Parents (N=1388)

No.	Scale	Factors[a] I	II	III	IV	V	h^2
3	Success	60	44				.61
4	Good Grades	55					.45
5	Manners	55			32		.48
6	Status	52	38		32		.58
11	Authority	50	-30	-42			.53
8	Work	44			-41	-40	.52
12	Family	37	-35				.34
14	Materialism		58	-33			.55
2	Competition	49	56				.59
15	Altruism		-48	47			.62
9	Honesty		-46				.46
13	Leadership		44	39			.57
10	Religion	40	-41				.35
7	Risks			62		42	.63
1	Persistence	45		49	-36		.63
16	Friends	42			62		.63
17	Discipline			-30	-32	51	.50
Σa^2		.18	.13	.09	.07	.06	
Cumulative percent of trace		.18	.31	.40	.47	.53	
Eigenvalue		3.13	2.19	1.51	1.20	1.00	

[a] Only loadings .30 or larger are reported; decimals have been eliminated for all factor loadings.

APPENDIX I-5

Table 5

Principal Components Factor Pattern for School Personnel (N=523)

No.	Scale	Factors[a]					h^2
		I	II	III	IV	V	
5	Manners	63					.59
2	Success	62	37				.57
6	Status	56	35	35			.61
4	Good Grades	55		33			.51
11	Authority	54		43			.57
10	Religion	52	-30				.44
8	Work	48	-37		-46		.58
12	Family	43			34	31	.48
14	Materialism		74				.58
9	Honesty	37	-62				.57
2	Competition	42	58				.60
15	Altruism	39	-49	35			.57
7	Risks			60	33	39	.63
13	Leadership	34		49	-41		.60
1	Persistence		-38	42		31	.54
16	Friends	38			67		.69
17	Discipline			-47		49	.57
Σa^2		.19	.15	.10	.07	.06	
Cumulative percent of trace		.19	.34	.44	.51	.57	
Eigenvalue		3.28	2.43	1.72	1.23	1.04	

---

[a] Only loadings .30 or larger are reported; decimals have been eliminated for all factor loadings

APPENDIX I-6

Table 6

Varimax Factor Pattern for Sixth-Grade Children (N-1761)

No.	Scale	Factors[a]				
		I	II	III	I7	V
5	Manners	66				
4	Good Grades	64				
11	Authority	61				
9	Honesty	60				
1	Persistence	51		49		
6	Status		-70			
2	Competition		-68			
3	Success	32	-68			
13	Leadership		-57			
14	Materialism		-54	-44		
7	Risks			73		
15	Altruism			50		41
16	Friends				-67	
8	Work	38			57	
17	Discipline				56	33
10	Religion					71
12	Family					58

[a] Only loadings .30 or larger are reported; decimals have been eliminated for all factor loadings

APPENDIX I-7

Table 7

Varimax Factor Pattern for Parents (N-1388)

No.	Scale	Factors[a]				
		I	II	III	IV	V
7	Risks	-78				
11	Authority	54		30		32
3	Success		-75			
6	Status		-70			
2	Competition		-68			
13	Leadership		-64			
14	Materialism		-51	-38		
1	Persistence	-33		69		
9	Honesty			63		
8	Work		-33	55		
10	Religion	31		36	-31	
16	Friends				-77	
15	Altruism			43	-61	
5	Manners				-57	
12	Family				-36	35
17	Discipline					70
4	Good Grades					55

[a] Only loadings .30 or larger are reported; decimals have been eliminated for all factor loadings

APPENDIX I-8

Table 8

Varimax Factor Pattern for School Personnel (N=523)

No.	Scale	Factors[a]				
		I	II	III	IV	V
6	Status	73				
3	Success	69				
13	Leadership	68				
2	Competition	62				40
14	Materialism	55	47			
1	Persistence		-69			
15	Altruism		-64		37	
9	Honesty		-63	-39		
8	Work		-58	-42		31
10	Religion		-55			
7	Risks			75		35
11	Authority		-31	-54		
16	Friends				82	
5	Manners	31		-42	51	
17	Discipline					73
4	Good Grades	33				58
12	Family				37	53

[a] Only loadings .30 or larger are reported; decimals have been eliminated for all factor loadings

APPENDIX I-9

Table 9

Summary of Analyses of Variance Comparing Sixth-Grade Children, Parents, and School Personnel

No.	Scale	Number of Items	Means			F-Ratio
			Children (N=1761)	Parents (N=1391)	School Personnel (N=523)	
1	Persistence	12	8.03	9.02	8.52	84.41***
2	Competition	10	5.03	5.84	4.89	54.53***
3	Success	8	5.09	5.59	5.82	31.00***
4	Good Grades	6	4.71	4.91	3.84	152.41***
5	Manners	8	6.49	6.45	6.10	15.25***
6	Status	8	4.57	3.86	3.36	111.77***
7	Risks	10	5.75	6.30	7.77	164.20***
8	Work	8	4.46	4.88	3.88	63.68***
9	Honesty	10	7.39	8.53	8.14	162.86***
10	Religion	12	8.46	9.07	8.30	22.48***
11	Authority	10	6.43	6.88	5.95	57.18***
12	Family	10	6.12	7.45	6.75	194.70***
13	Leadership	8	3.33	3.85	3.33	31.97***
14	Materialism	10	4.55	5.07	5.56	33.27***
15	Altruism	12	7.95	6.99	7.29	65.92***
16	Friends	12	8.32	7.75	8.42	23.37***
17	Discipline	6	2.71	2.46	1.69	94.64***

***$p < .001$

APPENDIX I-10

Table 10

Summary of Analyses of Variance Comparing Sixth-Grade Children and School Personnel

No.	Scale	Number of Items	Means: Children (N=1760)	Means: School Personnel (N=523)	F-Ratio
1	Persistence	12	8.03	8.52	21.07***
2	Competition	10	5.03	4.89	1.54
3	Success	8	5.09	5.82	43.61***
4	Good Grades	6	4.71	3.84	206.12***
5	Manners	8	6.49	6.10	28.32***
6	Status	8	4.57	3.36	194.50***
7	Risks	10	5.75	7.77	379.64***
8	Work	8	4.46	3.88	43.70***
9	Honesty	10	7.39	8.14	63.79***
10	Religion	12	8.46	8.30	1.20
11	Authority	10	6.43	5.95	28.86***
12	Family	10	6.12	6.75	42.38***
13	Leadership	8	3.33	3.33	0.00
14	Materialism	10	4.56	5.56	55.04***
15	Altruism	12	7.95	7.29	32.73***
16	Friends	12	8.32	8.42	0.67
17	Discipline	6	2.71	1.69	196.74***

*p < .05
**p < .01
***p < .001

APPENDIX I-11

Table 11

Summary of Analyses of Variance Comparing Sixth-Grade Children and Parents

No.	Scale	Number of Items	Means Children (N=1760)	 Parents (N=1389)	F-Ratio
1	Persistence	12	8.03	9.02	176.98***
2	Competition	10	5.03	5.84	89.90***
3	Success	8	5.09	5.59	37.98***
4	Good Grades	6	4.71	4.91	23.44***
5	Manners	8	6.49	6.45	0.56
6	Status	8	4.57	3.86	117.47***
7	Risks	10	5.75	6.31	45.14***
8	Work	8	4.46	4.87	44.59***
9	Honesty	10	7.39	8.53	331.62***
10	Religion	12	8.46	9.07	36.64***
11	Authority	10	6.43	6.88	52.49***
12	Family	10	6.12	7.45	427.85***
13	Leadership	8	3.33	3.85	60.61***
14	Materialism	10	4.56	5.07	29.02***
15	Altruism	12	7.95	6.99	134.07***
16	Friends	12	8.32	7.75	39.39***
17	Discipline	6	2.71	2.46	22.13***

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

APPENDIX I-12

Table 12

Summary of Analyses of Variance Comparing Parents and School Personnel

No.	Scale	Number of Items	Means		F-Ratio
			Parents (N=1389)	School Personnel (N=523)	
1	Persistence	12	9.02	8.52	20.05***
2	Competition	10	5.84	4.89	59.69***
3	Success	8	5.59	5.82	4.10*
4	Good Grades	6	4.91	3.84	256.97***
5	Manners	8	6.45	6.10	21.20***
6	Status	8	3.86	3.36	24.73***
7	Risks	10	6.31	7.77	151.03***
8	Work	8	4.87	3.88	114.89***
9	Honesty	10	8.53	8.14	19.52***
10	Religion	12	9.07	8.30	25.78***
11	Authority	10	6.88	5.95	95.55***
12	Family	10	7.45	6.75	49.56***
13	Leadership	8	3.85	3.33	23.08***
14	Materialism	10	5.07	5.56	12.78***
15	Altruism	12	6.99	7.29	5.28*
16	Friends	12	7.75	8.42	22.90***
17	Discipline	6	2.46	1.69	102.45***

*$p < .05$
**$p < .01$
***$p < .001$

APPENDIX I-13

Table 13

Summary of Analyses of Variance for Sixth-Grade Children Classified into Four Socioeconomic Categories

No.	Scale	Number of Items	Means				F-Ratio
			Upper (N=204)	Middle (N=256	Lower Middle (N=532)	Lower (N=256)	
1	Persistence	12	8.76	8.42	7.96	7.57	15.41***
2	Competition	10	5.33	5.09	5.06	4.88	1.32
3	Success	8	5.52	5.23	5.10	4.96	2.81*
4	Good Grades	6	4.91	4.86	4.72	4.52	6.55***
5	Manners	8	6.91	6.57	6.53	6.32	7.06***
6	Status	8	4.55	4.57	4.46	4.82	2.55*
7	Risks	10	6.67	6.07	5.75	5.36	14.87***
8	Work	8	4.57	4.33	4.42	4.48	0.85
9	Honesty	10	7.75	7.59	7.44	7.04	6.30***
10	Religion	12	7.76	8.29	8.42	8.82	5.07**
11	Authority	10	6.45	6.47	6.48	6.45	0.02
12	Family	10	6.06	6.29	6.14	5.93	1.65
13	Leadership	8	3.55	3.08	3.38	3.24	3.25*
14	Materialism	10	4.04	4.48	4.61	4.94	4.32**
15	Altruism	12	8.83	8.16	7.87	7.45	16.44***
16	Friends	12	8.71	8.55	8.44	8.04	3.51**
17	Discipline	6	2.56	2.71	2.66	2.79	0.92

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

APPENDIX I-14

Table 14

Summary of Analyses of Variance for Sixth-Grade Children Classified into Four Occupational Categories of Head of the Household

No.	Scale	Number of Items	Higher Executives Business Managers Professionals (N=242)	Administrative Semi-Professionals Clerical and Sales Workers Technicians (N=403)	Skilled Manual Employees (N=386)	Machine Operators Semi-skilled unskilled (N=414)	F-Ratio
1	Persistence	12	8.77	8.28	7.98	7.56	19.40***
2	Competition	10	5.25	4.97	4.96	5.03	0.91
3	Success	8	5.41	5.30	4.97	4.87	4.52**
4	Good Grades	6	4.91	4.86	4.76	4.52	9.56***
5	Manners	8	6.85	6.62	6.5[illegible]	6.27	9.86***
6	Status	8	4.50	4.47	4.48	4.74	2.16
7	Risks	10	6.63	5.90	5.69	5.44	16.13***
8	Work	8	4.58	4.33	4.43	4.48	1.27
9	Honesty	10	7.74	7.60	7.36	7.19	6.02***
10	Religion	12	7.71	8.55	8.35	8.69	6.40***
11	Authority	10	6.44	6.51	6.50	6.40	0.40
12	Family	10	6.10	6.25	6.10	6.00	1.22
13	Leadership	8	3.45	3.22	3.18	3.46	2.54*
14	Materialism	10	3.94	4.64	4.52	4.79	5.37**
15	Altruism	12	8.79	8.13	7.81	7.52	18.83***
16	Friends	12	8.77	8.38	8.47	8.10	4.26**
17	Discipline	6	2.61	2.66	2.65	2.79	0.94

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

APPENDIX I-15

Table 15

Summary of Analyses of Variance for Parents Classified into Four Socioeconomic Categories

No.	Scale	Number of Items	Means				F-Ratio
			Upper (N=187)	Middle (N=244)	Upper Middle (N=503)	Lower (N=246)	
1	Persistence	12	9.35	9.18	8.99	8.68	4.45**
2	Competition	10	6.07	6.21	5.88	5.26	7.51***
3	Success	8	5.86	5.73	5.49	5.54	1.59
4	Good Grades	6	4.70	4.85	5.01	4.96	3.50*
5	Manners	8	6.22	6.60	6.50	6.56	3.08*
6	Status	8	3.49	3.82	3.81	4.04	2.72*
7	Risks	10	7.68	6.88	6.20	5.20	44.90***
8	Work	8	4.63	5.00	4.78	5.06	3.12*
9	Honesty	10	8.86	8.76	8.52	8.34	5.03**
10	Religion	12	8.71	9.17	8.91	9.52	3.58**
11	Authority	10	6.33	6.87	7.00	7.08	7.89***
12	Family	10	7.20	7.36	7.73	7.49	5.48***
13	Leadership	8	4.22	4.24	3.71	3.43	9.58***
14	Materialism	10	4.87	5.23	5.17	5.05	0.82
15	Altruism	12	7.36	6.97	6.82	6.92	2.26
16	Friends	12	7.45	7.90	7.94	7.61	1.97
17	Discipline	6	1.94	2.48	2.51	2.52	7.33***

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

APPENDIX I-16

Table 16

Summary of Analyses of Variance for Parents Classified into Four Occupational Categories of Head of the Household

No.	Scale	Number of Items	Higher Executives Business Managers Profes-sionals (N=213)	Adminis-trative Semi-Pro-fessionals Clerical and Sales Workers Techni-cians (N=349)	Skilled Manual Employees (N=386)	Machine Operators Semi-skil-led un-skilled (N=414)	F-Ratio
1	Persistence	12	9.32	9.09	9.01	8.80	3.01*
2	Competition	10	6.02	6.15	5.88	5.38	6.65***
3	Success	8	5.81	5.54	5.74	5.39	2.06
4	Good Grades	6	4.72	4.90	4.98	4.99	2.64*
5	Manners	8	6.23	6.59	6.54	6.45	3.16*
6	Status	8	3.51	3.73	3.88	3.99	2.90*
7	Risks	10	7.65	6.59	6.13	5.49	38.75***
8	Work	8	4.69	4.87	4.93	4.88	0.81
9	Honesty	10	8.83	8.64	8.53	8.34	4.41**
10	Religion	12	8.78	9.16	8.93	9.26	1.54
11	Authority	10	6.33	7.00	6.96	7.00	8.24***
12	Family	10	7.16	7.48	7.72	7.52	4.41**
13	Leadership	8	4.09	4.03	3.74	3.51	5.25**
14	Materialism	10	4.88	5.26	5.17	4.94	1.43
15	Altruism	12	7.33	6.95	6.81	6.90	2.05
16	Friends	12	7.42	7.87	8.06	7.65	2.80*
17	Discipline	6	2.01	2.56	2.45	2.55	6.86***

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

APPENDIX I-17

Table 17

Summary of Analyses of Variance for Sixth-Grade Children Belonging to Five Ethnic Groups

No.	Scale	Number of Items	Means Hawaiian (N=272)	Caucasian (N=223)	Japanese (N=435)	Filipino (N=184)	Cosmopolitan (N=459)	F-Ratio
1	Persistence	12	7.47	8.52	8.44	7.52	7.96	15.50***
2	Competition	10	5.03	5.23	5.03	5.16	4.83	1.35
3	Success	8	4.99	5.31	5.20	5.01	4.99	1.29
4	Good Grades	6	4.57	4.93	4.82	4.43	4.77	7.53***
5	Manners	8	6.11	6.77	6.71	6.26	6.50	11.51***
6	Status	8	4.75	4.47	4.40	4.85	4.51	3.43**
7	Risks	10	5.13	6.74	5.84	5.43	5.66	19.98***
8	Work	8	4.50	4.46	4.38	4.58	4.48	0.51
9	Honesty	10	7.13	7.81	7.53	7.00	7.39	7.01***
10	Religion	12	8.90	8.48	7.48	9.17	8.71	19.17***
11	Authority	10	6.36	6.31	6.74	6.38	6.30	4.63***
12	Family	10	6.00	6.09	6.05	6.10	6.30	1.58
13	Leadership	8	3.51	3.50	3.06	3.27	3.33	4.12**
14	Materialism	10	4.63	4.09	4.54	4.88	4.49	2.38*
15	Altruism	12	7.44	8.77	7.93	7.48	8.04	14.16***
16	Friends	12	7.95	8.41	8.97	8.00	8.15	11.73***
17	Discipline	6	3.00	2.75	2.52	2.58	2.76	4.79***

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

APPENDIX I-18

Table 18

Summary of Analyses of Variance for Parents Belonging to Five Ethnic Groups

			Means					
No.	Scale	Number of Items	Hawaiian (N=220)	Caucasian (N=260)	Japanese (N=397)	Filipino (N=172)	Cosmopolitan (N=159)	F-Ratio
1	Persistence	12	8.93	9.70	8.82	8.58	8.86	10.83^{***}
2	Competition	10	5.69	6.23	5.76	5.60	5.50	3.20^{**}
3	Success	8	5.41	5.67	5.83	5.56	5.09	3.40^{**}
4	Good Grades	6	4.96	5.10	4.79	4.83	4.92	3.09^{*}
5	Manners	8	6.57	6.59	6.40	6.35	6.38	1.42
6	Status	8	3.97	3.68	3.59	4.33	3.91	5.04^{***}
7	Risks	10	5.67	7.20	6.42	5.58	6.19	16.73^{***}
8	Work	8	4.93	4.92	4.95	4.83	4.60	1.29
9	Honesty	10	8.61	8.90	8.72	7.83	8.52	14.10^{***}
10	Religion	12	9.90	9.23	8.14	9.58	9.10	17.82^{***}
11	Authority	10	7.04	6.59	6.97	6.87	6.91	2.57^{*}
12	Family	10	7.72	7.31	7.50	7.05	7.51	4.15^{**}
13	Leadership	8	3.72	4.18	3.61	3.88	3.80	3.23^{**}
14	Materialism	10	4.77	4.82	5.68	4.77	4.53	9.22^{***}
15	Altruism	12	7.10	7.55	6.60	6.59	7.28	7.96^{***}
16	Friends	12	7.42	7.55	8.35	7.81	6.96	9.87^{***}
17	Discipline	6	2.51	2.65	2.23	2.38	2.58	3.68^{**}

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

APPENDIX I-19

Table 19

Summary of Analyses of Variance for School Personnel Belonging to Two Ethnic Groups

No.	Scale	Number of Items	Means Caucasian (N=96)	 Japanese (N=319)	F-Ratio
1	Persistence	12	8.73	8.34	1.95
2	Competition	10	5.04	4.81	0.70
3	Success	8	5.39	5.82	2.74
4	Good Grades	6	3.97	3.79	0.90
5	Manners	8	6.41	6.05	3.37
6	Status	8	3.47	3.24	1.18
7	Risks	10	7.77	7.74	0.02
8	Work	8	4.11	3.81	1.83
9	Honesty	10	8.38	8.08	1.59
10	Religion	12	9.33	7.81	15.81***
11	Authority	10	5.77	5.95	0.51
12	Family	10	6.46	6.75	1.14
13	Leadership	8	3.98	3.02	13.43***
14	Materialism	10	5.17	5.78	3.53
15	Altruism	12	7.85	7.11	5.39*
16	Friends	12	8.23	8.60	1.31
17	Discipline	6	1.81	1.60	2.21

*$p < .05$
**$p < .01$
***$p < .001$

APPENDIX I-20

Table 20

Summary of Analyses of Variance Comparing Male and Female Sixth-Grade Children

No.	Scale	Number of Items	Means Male (N=949)	Means Female (N=881)	F-Ratio
1	Persistence	12	7.88	8.22	11.67***
2	Competition	10	5.54	4.52	90.99***
3	Success	8	5.24	4.93	8.70**
4	Good Grades	6	4.65	4.79	7.90**
5	Manners	8	6.33	6.64	20.63***
6	Status	8	4.72	4.37	19.16***
7	Risks	10	5.67	5.85	3.33
8	Work	8	4.49	4.43	0.66
9	Honesty	10	7.11	7.78	63.75***
10	Religion	12	8.30	8.69	8.79**
11	Authority	10	6.32	6.57	9.81**
12	Family	10	6.04	6.30	9.60**
13	Leadership	8	3.46	3.18	11.89***
14	Materialism	10	4.82	4.34	14.57***
15	Altruism	12	7.61	8.20	33.73***
16	Friends	12	8.27	8.28	0.02
17	Discipline	6	2.69	2.71	0.11

$^{*}p < .05$
$^{**}p < .01$
$^{***}p < .001$

APPENDIX I-21

Table 21

Summary of Analyses of Variance Comparing Male and Female Parents

No.	Scale	Number of Items	Means: Male (N=624)	Means: Female (N=741)	F-Ratio
1	Persistence	12	9.17	8.90	6.13**
2	Competition	10	6.29	5.48	40.59***
3	Success	8	6.09	5.15	61.00***
4	Good Grades	6	4.95	4.88	1.02
5	Manners	8	6.43	6.47	0.29
6	Status	8	4.10	3.65	18.22***
7	Risks	10	6.38	6.26	0.81
8	Work	8	4.95	4.79	3.14
9	Honesty	10	8.51	8.58	0.58
10	Religion	12	8.68	9.39	21.37***
11	Authority	10	6.93	6.84	0.78
12	Family	10	7.46	7.43	0.10
13	Leadership	8	4.45	3.35	106.42***
14	Materialism	10	5.33	4.85	11.62***
15	Altruism	12	6.87	7.10	2.96
16	Friends	12	7.96	7.60	6.23**
17	Discipline	6	2.49	2.42	0.69

*$p < .05$
**$p < .01$
***$p < .001$

APPENDIX I-22

Table 22

Summary of Analyses of Variance Comparing Male and Female School Personnel

Item	Scale	Number of Items	Means Male (N=56)	Means Female (N=457)	F-Ratio
1	Persistence	12	8.54	8.53	0.00
2	Competition	10	5.98	4.73	13.30***
3	Success	8	6.07	5.78	0.87
4	Good Grades	6	3.59	3.86	1.47
5	Manners	8	5.66	6.15	4.10*
6	Status	8	3.91	3.29	5.40*
7	Risks	10	8.04	7.73	1.43
8	Work	8	3.46	3.93	2.90
9	Honesty	10	7.48	8.24	7.13**
10	Religion	12	7.07	8.44	8.41**
11	Authority	10	5.38	6.01	4.58*
12	Family	10	6.39	6.80	1.56
13	Leadership	8	4.43	3.20	15.63***
14	Materialism	10	5.84	5.49	0.76
15	Altruism	12	7.09	7.31	0.32
16	Friends	12	8.41	8.44	0.01
17	Discipline	6	1.80	1.67	0.55

$^{*}p < .05$

$^{***}p < .01$

$^{***}p < .001$

APPENDIX I-23

Table 23

Summary of Analyses of Variance Comparing Sixth-Grade Children, Parents, and School Personnel of Upper Socioeconomic Status

Item	Scale	Number of Items	Means: Children (N=204)	Parents (N=187)	School Personnel (N=334)	F-Ratio
1	Persistence	12	8.76	9.35	8.50	8.25***
2	Competition	10	5.33	6.07	4.96	11.72***
3	Success	8	5.52	5.86	5.86	1.71
4	Good Grades	6	4.91	4.70	3.85	40.33***
5	Manners	8	6.91	6.22	5.95	23.58***
6	Status	8	4.55	3.49	3.40	26.51***
7	Risks	10	6.67	7.68	7.73	17.60***
8	Work	8	4.57	4.63	3.87	13.48***
9	Honesty	10	7.75	8.86	8.15	17.95***
10	Religion	12	7.76	8.71	8.10	3.66*
11	Authority	10	6.45	6.33	5.99	3.60*
12	Family	10	6.06	7.20	6.45	12.95***
13	Leadership	8	3.55	4.22	3.43	8.38***
14	Materialism	10	4.04	4.87	5.55	20.56***
15	Altruism	12	8.83	7.36	7.27	25.67***
16	Friends	12	8.71	7.45	8.37	10.88***
17	Discipline	6	2.56	1.94	1.68	23.03***

*p < .05
**p < .01
***p < .001

APPENDIX I-24

Table 24

Summary of Analyses of Variance Comparing Sixth-Grade Children, Parents, and School Personnel of Middle Socioeconomic Status

			Means			
Item	Scale	Number of Items	Children (N=256)	Parents (N=245)	School Personnel (N=64)	F-Ratio
1	Persistence	12	8.42	9.17	8.67	8.23***
2	Competition	10	5.09	6.21	4.58	18.64***
3	Success	8	5.23	5.73	5.56	2.76
4	Good Grades	6	4.86	4.85	3.91	17.45***
5	Manners	8	6.57	6.59	6.45	0.24
6	Status	8	4.57	3.82	3.27	15.38***
7	Risks	10	6.07	6.88	7.61	15.83***
8	Work	8	4.33	5.01	3.80	14.89***
9	Honesty	10	7.59	8.76	8.48	30.55***
10	Religion	12	8.29	9.18	8.19	5.74**
11	Authority	10	6.47	6.86	5.89	7.84***
12	Family	10	6.29	7.35	7.56	24.82***
13	Leadership	8	3.08	4.23	3.27	20.73***
14	Materialism	10	4.48	5.22	5.56	6.24**
15	Altruism	12	8.16	6.97	7.72	15.10***
16	Friends	12	8.55	7.89	8.80	5.32**
17	Discipline	6	2.71	2.49	1.72	10.23***

*$p < .05$

**$p < .01$

***$p < .001$

APPENDIX I-25

Table 25

Summary of Analyses of Variance Comparing Female Japanese Sixth-Grade Children, Parents, and School Personnel of Upper and Middle Socioeconomic Status

Item	Scale	Number of Items	Means			F-Ratio
			Children (N=55)	Parents (N=68)	School Personnel (N=218)	
1	Persistence	12	9.27	8.66	8.43	2.68
2	Competition	10	4.49	5.25	4.60	2.06
3	Success	8	5.32	5.06	5.70	1.47
4	Good Grades	6	5.03	4.19	3.81	11.96***
5	Manners	8	7.16	6.10	6.10	10.59***
6	Status	8	4.20	3.31	2.99	7.96***
7	Risks	10	6.58	7.16	7.64	5.25**
8	Work	8	4.39	4.67	3.75	4.44*
9	Honesty	10	8.46	8.70	8.28	.97
10	Religion	12	6.89	8.44	7.56	3.90*
11	Authority	10	7.18	6.58	5.84	8.84***
12	Family	10	6.28	7.51	6.95	6.43**
13	Leadership	8	3.24	3.09	3.20	.09
14	Materialism	10	3.63	5.40	5.85	13.19***
15	Altruism	12	8.89	6.56	7.11	15.34***
16	Friends	12	9.08	7.76	8.59	4.23*
17	Discipline	6	2.29	1.71	1.53	6.88**

*p < .05
**p < .01
***p < .001